

DOCUMENT RESUME

ED 066 499

TM 001 983

AUTHOR Lieberman, Marcus; And Others  
TITLE Intermediate Language Arts: Behavioral Objectives and Test Items.  
INSTITUTION Institute for Educational Research, Downers Grove, Ill.  
PUB DATE 71  
NOTE 236p.  
AVAILABLE FROM Institute for Educational Research, 1400 West Maple Avenue, Downers Grove, Illinois 60515 (\$8.00)

EDRS PRICE MF-\$0.65 HC-\$9.87  
DESCRIPTORS \*Behavioral Objectives; Curriculum Development; \*Elementary Grades; \*Individualized Instruction; \*Item Banks; \*Language Arts; Program Evaluation  
IDENTIFIERS ESEA Title III; \*Evaluation for Individualized Instruction Project

ABSTRACT

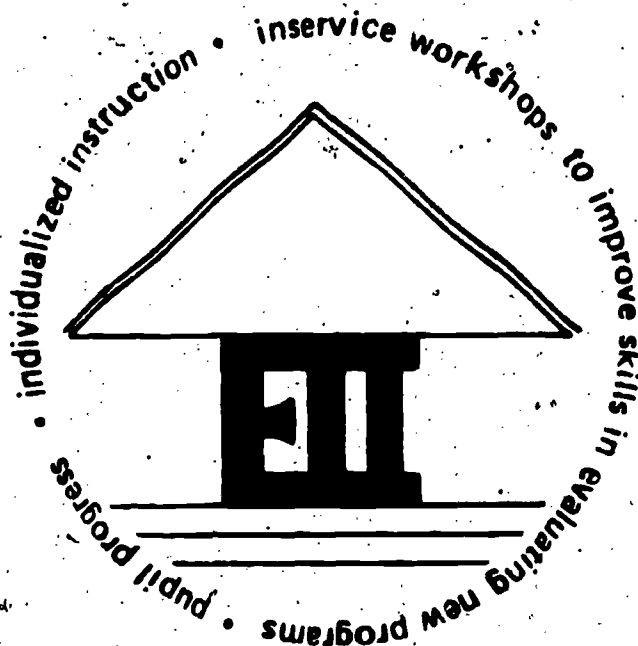
The Objective-Item Bank presented covers 16 sections of four subject areas in each of four grade levels. The four areas are: Language Arts, Math, Social Studies, and Science. The four grade levels are: Primary, Intermediate, Junior High, and High School. The Objective-Item Bank provides school administrators with an initial starting point for curriculum development and with the instrumentation for program evaluation, and offers a mechanism to assist teachers in stating more specifically the goals of their instructional program. In addition, it provides the means to determine the extent to which the objectives are accomplished. This document presents the Objective Item Bank for intermediate language arts. (CK)

# INTERMEDIATE LANGUAGE ARTS BEHAVIORAL OBJECTIVES AND TEST ITEMS

## EVALUATION FOR INDIVIDUALIZED INSTRUCTION

A Title III ESEA project  
administered by  
Downers Grove, Illinois  
School District 99

U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
OFFICE OF EDUCATION  
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.



1400 West Maple Avenue  
Downers Grove, Illinois 60515  
Phone: 312-971-2040

	Lang. Arts	Math.	Soc. Stud.	Science
Primary				
Intermediate	X			
Junior High				
High School				

ED 066499

# INTERMEDIATE LANGUAGE ARTS. BEHAVIORAL OBJECTIVES AND TEST ITEMS



by Dr. Marcus Lieberman, Director  
Dr. Les Brown, Project Associate  
Mr. William Neidlinger, Project Associate  
Mrs. Linda Swanson, Project Associate

Evaluation for Individualized Instruction Project  
AN ESEA TITLE III PROJECT

Administered

by

Downers Grove Public School District 99

1971

## BEHAVIORAL OBJECTIVE - TEST ITEM BANK

### BACKGROUND

The Evaluation for Individualized Instruction Project, an ESEA Title III project administered by the Downers Grove, Illinois, School District 99, has developed an Objective-Item Bank covering sixteen sectors of four subject areas in each of four grade levels.

Subject Area				
	LA	MA	SS	SC
1	11	12	13	14
2	21	22	23	24
3	31	32	33	34
4	41	42	43	44

LA = Language Arts  
MA = Math  
SS = Social Studies  
SC = Science

1 = Primary  
2 = Intermediate  
3 = Junior High  
4 = High School

Nearly 5000 behavioral objectives and over 27,000 test items based on these objectives were recently published as the culmination of this three-year project. The complete output of seventeen volumes totals over 4500 pages. These publications have been reproduced by the Institute for Educational Research to make them available at cost to teachers and administrators.

The objectives and items were written by over 300 elementary and secondary teachers, representing forty Chicago suburban school districts, who participated in workshops of three to nine weeks duration throughout the project. In these workshops they learned to write effective behavioral objectives and test items based on the objectives. The results of their work were edited for content and measurement quality to compile the largest pool of objectives and test items ever assembled.

### PRINCIPLES AND MERITS

Unfortunately, the Objective-Item Bank is often viewed mainly as a source of test items. Although this is an important function, its greatest potential impact lies not in the availability of a multitude of test items, but rather in the ability of these items to measure carefully selected educational goals.

The almost frenetic search for test items on the part of some educators has been spurred by the current emphasis on measurement. Some educators have become so enamored with measurement that they seem more interested in obtaining a numerical index than examining what they are really trying to measure. Further, it is



not unusual for teachers to speak about a child obtaining a score of 95% on a particular test. Frequently, they encounter considerable difficulty in interpreting the real meaning of a score and are content to just accept its numeral value. A much more important question would seem to be: What are our goals of measurement? Unless we can answer this question precisely, the only real purpose that testing serves is to gather data concerning pupils to facilitate the marking of report cards. This is not to say that this function is not legitimate - it is rather to say that such a view of measurement is much too constricting. The goal of measurement should be to provide feedback both to the teacher and the child regarding the success or failure of the learning experiences in realizing specifically stated objectives.

One of the main strengths of the EII Objective and Item Bank is that all the items are directly tied to specifically stated objectives. Each group of items is designed to measure a specific objective and therefore provides the means whereby the teacher can obtain feedback on the success of the educational program.

It is disheartening to observe so many districts attacking the complex problem of curriculum development independently. One cannot help reflecting on the mammoth duplication of efforts involved. The Objective-Item Bank offers a possible alternative to this duplication. Utilizing its resources, the curriculum committee is provided with some point of departure. The efforts of three hundred teachers participating in the Evaluation Project's workshops and the thoughts of forty districts can be evaluated and utilized. This is not to suggest that any set of objectives should be viewed as the "answer" to an individual district's curricular problem but rather the efforts of others offer a convenient point of departure and may serve to stimulate diverse opinions about the direction of curricular thrust within the individual district. The words of Sir Isaac Newton seem appropriate; "If I have seen further, it is by standing upon the shoulder of giants." The efforts of others, whether we consider them giant-like or pygmyish, do offer a threshold to view the immense, complicated problem of curricular development in better perspective.

The title of an article in a recent educational journal, "If You're Not Sure Where You're Going, You're Liable to End up Somewhere Else," succinctly describes a continuing dilemma in our educational system. The vagueness of our goals often promotes the idea that "anything goes." Without a guiding beacon many classrooms become activity-centered rather than goal-oriented. One educator recently compared the all-too-typical classroom with Henry Ford's observation concerning history. He defined history as, "One damned thing after another." Is this true of the succession of activities within our classrooms? Does the teacher really know the educational purpose of each activity? Perhaps, even more importantly, do the children know the purpose?

The Objective-Item Bank offers a mechanism to assist teachers in stating more specifically the goals of their instructional program and further provides the means to determine the extent to which the objectives are accomplished. The specification of goals assists the teacher in discovering whether favored activities advance learning, or are merely time fillers; whether they get the "materials" across, or are merely perfunctory exercises.

Much discussion has been devoted to the topic of "why individualized instruction?" and occasionally some dialogue has even centered on the "how." But an even more basic question is one that is often ignored: "Individualize what?"

Many school districts mention their individualized programs in reading or mathematics. What is individualized within these programs? Are certain skills definitely identified? Is the practice of pretesting to determine the child's level of proficiency when he enters the program a guideline?

The Objective-Item Bank has two potential contributions to make to all school districts embarking on or presently engaged in individualized instruction programs. These contributions are: 1. A group of well-specified objectives which could form the "what" of the program. 2. A set of items designed to provide information on the degree of mastery of the objective.

#### APPLICATIONS AND TECHNIQUES

The versatility of the Objective-Item Bank is evident in the value and usability by both teachers and administrators.

To the Administration the Objective-Item Bank:

1. Provides an initial starting point for curriculum development. The existence of many objectives avoids the necessity of each district duplicating the efforts of another. The task of the curriculum committee becomes one of selecting and/or rejecting objectives from the Objective - Item Bank and then supplementing them with objectives developed at the local level. Past-participants of the Evaluation Project workshops would be valuable resource people in this endeavor.
2. Provides the instrumentation for program evaluation. The selection of items from those objectives representative of the main emphases of the local district provides the framework for the evaluation of the stated goals.

To the Teacher the Objective-Item Bank:

1. Provides the pooling of talent and imagination of teachers of varied experience and interests, thus avoiding the present duplication of effort.
2. Provides resources for more highly sensitized program evaluation instead of a battery of standardized tests. Since the objectives are tailored to the program, the associated test items can be used to determine precisely the efficacy of the instructional materials.
3. Provides the means whereby the teacher can become more acutely aware of that which he is seeking to have occur in his classroom and that which he will accept as evidence of its occurrence. Hopefully, as teachers become more aware of their goals, they will share these

objectives with children and let the pupils become acutely aware of that which is expected of them, ergo allowing them to seek their own modality of instruction for the realization of the stated goals.

4. Provides the nucleus of an individualized instruction program.
  - a. It provides for more precise curriculum planning by differentiating those goals specific to each grade and even to each student. With the bank at their disposal, teachers are encouraged to become aware of their responsibilities in developing a set of basic objectives which every child must attain and a further set which can be pursued according to the students' abilities and interests.
  - b. It provides several items per objective, some of which may be used as a pre-test to discover whether a student should undertake that objective while the remainder may be employed to measure the mastery of those students who do tackle the objective.

#### NOTES

Several of the volumes have been reproduced from punched cards by the IBM 407, a machine which does not print all characters exactly as they appear on a typewriter. Thus:

% is actually (

11 is actually )

0 is actually ? or !

Apostrophes cannot be printed.

The number immediately after the statement of each objective represents the number of items measuring attainment of that objective.

Information on the EII publications or purchase requests can be directed to:

INSTITUTE FOR EDUCATIONAL RESEARCH  
1400 West Maple Avenue  
Downers Grove, Illinois 60515

# INTERMEDIATE LANGUAGE ARTS

## COMMUNICATIONS

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF BEGINNING OUTLINE SKILLS BY IDENTIFYING THE MAIN IDEA IN A PARAGRAPH. #20

0165

CHOOSE THE MAIN IDEA FOR THE PARAGRAPH.

SCIENTISTS KNOW THAT CHIMPANZEES RANK HIGH IN INTELLIGENCE AMONG ANIMALS. EVEN SO, THEY ARE NOT ALWAYS PREPARED FOR THE LIGHTNING-QUICK THINKING A CHIMP SOMETIMES DOES. TAKE THE TIME AN EXPERIMENTER HUNG A BANANA FROM THE CEILING OF AN EMPTY ROOM, FIVE FEET ABOVE THE CHIMPS REACH. THEN HE SCATTERED BOXES ON THE FLOOR. WHAT WOULD THE CHIMP DO? WOULD HE STACK THE BOXES UNTIL THEY WERE HIGH ENOUGH SO THAT HE COULD CLIMB ON THEM TO REACH THE BANANA? THE CHIMP HAD AN IDEA OF HIS OWN. HE TOOK ONE LOOK AT THE BANANA. THEN HE GRABBED THE MAN BY THE SEAT OF THE PANTS AND DRAGGED HIM BACK TO A SPOT DIRECTLY BENEATH THE FRUIT. WITH ONE LEAP HE JUMPED ON THE SHOULDERS OF THE MAN AND GRABBED THE FRUIT. ALL THIS TOOK A FRACTION OF THE TIME HE WOULD HAVE NEEDED TO STACK UP THE BOXES.

- A. SCIENTISTS TRY OUT A NEW TRICK.
- B. A MAN IS BETTER THAN BOXES.
- C. A CHIMPANZEE SHOWS HIS INTELLIGENCE.
- D. BOXES CAN BE USED TO SOLVE MANY PROBLEMS.

CHOOSE THE CORRECT MAIN IDEA.

LEPRECHAUNS ARE LITTLE OLD MEN ABOUT A FOOT HIGH WHO LIVE IN IRELAND AND ARE SHOEMAKERS FOR THE FAIRIES. THEY ARE ALWAYS RICH AND VERY CRANKY. IT IS SAID THAT IF YOU CAN SNATCH THE CAP FROM THE HEAD OF A LEPRECHAUN, YOU CAN MAKE HIM GRANT YOU A WISH. LEPRECHAUNS ARE CLEVER, THOUGH, AND OFTEN TURN THE TABLES ON HUMAN BEINGS.

- A. LEPRECHAUNS ARE RICH AND CRANKY IRISHMEN.
- B. SNATCHING A LEPRECHAUN'S CAP GIVES YOU POWER OVER HIM.
- C. LEPRECHAUNS ARE A KIND OF IRISH FAIRY.
- D. WISHES ARE WILLINGLY GRANTED BY LEPRECHAUNS.

THE PUPIL WILL DEMONSTRATE HIS ABILITY TO ORGANIZE IDEAS BY PLACING ITEMS ON AN OUTLINE NEXT TO THE APPROPRIATE MAIN HEADINGS, SUBHEADINGS, OR DETAILS. #19

0101

### LEARNING ABOUT SEED PLANTS

- |     |    |           |                  |
|-----|----|-----------|------------------|
| I.  | A. | PRODUCTS  | WOOD             |
|     | 1. | VEGETABLE | COTTON           |
|     | 2. | GIANT     | LINEN            |
|     | B. | TINY      | PETUNIA          |
|     | C. | EVERGREEN | FLOWERS          |
|     | D. | SEQUOIA   | PAPER            |
|     |    | AVOCADO   | SIZE             |
| II. |    | CELERY    | DECIDUOUS LEAVES |

91

A.  
B.  
C.  
D.

GRASSES  
TYPES

TREES

FALL

III.

A.  
1.  
2.  
B.  
1.  
2.

TYPES

\*A. MAIN HEADING  
B. SUBHEADING  
C. DETAIL

2101048  
2101048  
2101048  
2101048

WOOD

A. MAIN HEADING  
\*B. SUBHEADING  
C. DETAIL

2101049  
2101049  
2101049  
2101049

VEGETABLE

A. MAIN HEADING  
\*B. SUBHEADING  
C. DETAIL

2101050  
2101050  
2101050  
2101050

COTTON

A. MAIN HEADING  
\*B. SUBHEADING  
C. DETAIL

2101051  
2101051  
2101051  
2101051

GIANT

A. MAIN HEADING  
\*B. SUBHEADING  
C. DETAIL

2101052  
2101052  
2101052  
2101052

LINEN

A. MAIN HEADING  
\*B. SUBHEADING  
C. DETAIL

2101053  
2101053  
2101053  
2101053

SEQUOIA

A. MAIN HEADING  
B. SUBHEADING  
\*C. DETAIL

2101054  
2101054  
2101054  
2101054

PAPER

A. MAIN HEADING  
\*B. SUBHEADING  
C. DETAIL

2101055  
2101055  
2101055  
2101055

AVOCADO

A. MAIN HEADING  
B. SUBHEADING  
\*C. DETAIL

2101056  
2101056  
2101056  
2101056

SIZE

\*A. MAIN HEADING  
B. SUBHEADING  
C. DETAIL

2101057  
2101057  
2101057  
2101057

TINY	2101058
A. MAIN HEADING	2101058
*B. SUBHEADING	2101058
C. DETAIL	2101058
 CELERY	 2101059
A. MAIN HEADING	2101059
B. SUBHEADING	2101059
*C. DETAIL	2101059
 PETUNIA	 2101060
A. MAIN HEADING	2101060
B. SUBHEADING	2101060
*C. DETAIL	2101060
 DECIDUOUS LEAVES FALL	 2101061
A. MAIN HEADING	2101061
B. SUBHEADING	2101061
*C. DETAIL	2101061
 EVERGREEN	 2101062
A. MAIN HEADING	2101062
B. SUBHEADING	2101062
*C. DETAIL	2101062
 GRASSES	 2101063
A. MAIN HEADING	2101063
*B. SUBHEADING	2101063
C. DETAIL	2101063
 FLOWERS	 2101064
A. MAIN HEADING	2101064
*B. SUBHEADING	2101064
C. DETAIL	2101064
 TREES	 2101065
A. MAIN HEADING	2101065
*B. SUBHEADING	2101065
C. DETAIL	2101065
 PRODUCTS	 2101066
A. MAIN HEADING	2101066
B. SUBHEADING	2101066
C. DETAIL	2101066

\*\*\*\*\*

THE STUDENT CAN DEMONSTRATE HIS KNOWLEDGE OF PARAGRAPHING BY CHOOSING THE CORRECT COMPLETION OF GIVEN PARAGRAPHING RULES. #30 0130

THE FIRST WORD OF A PARAGRAPH MUST ALWAYS BE 2101317  
  A. CAPITALIZED. 2101317  
  B. INDENTED. 2101317  
  C. A NOUN. 2101317  
  \*D. BOTH A AND B. 2101317

THE SENTENCES IN A PARAGRAPH SHOULD BE 2101318  
  A. DIFFERENT FROM EACH OTHER. 2101318  
  B. DIFFICULT TO READ. 2101318



- C. EASY TO READ.
- \*D. RELATED TO EACH OTHER.

2101318  
2101318

WHICH OF THE FOLLOWING IS A PARAGRAPH

- A. IN SOME PLACES THE WOLF IS HUNTED FOR MONEY. WOLVES MATE FOR LIFE. THE ARCTIC WOLF IS THE LARGEST AND HAS A WHITE COAT.
- \*B. IN SOME PLACES THE WOLF CARRIES A PRICE ON HIS HEAD. WOLF-HUNTERS USE PLANES TO SPOT THEM. THE WOLVES ARE EASILY PICKED OFF ONE BY ONE.
- C. THE CUBS JOIN THE FAMILY IN HUNTING WHEN THEY ARE LARGE ENOUGH. OFTEN LAST YEARS LITTER JOINS THEM. THIS GROUP FORMS THE WELL-KNOWN WOLF-PACK.

2101319  
2101319  
2101319  
2101319  
2101319  
2101319  
2101319  
2101319  
2101319  
2101319  
2101319

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF PARAGRAPHING RULES BY IDENTIFYING CHARACTERISTICS OF A PARAGRAPH. %6

0198

WHEN WRITING A PARAGRAPH YOU SHOULD

- A. INDENT THE FIRST SENTENCE.
- B. HAVE AT LEAST FIVE SENTENCES.
- C. DEVELOP ONE MAIN IDEA.
- D. BOTH A AND B
- \*E. BOTH A AND C

2101990  
2101990  
2101990  
2101990  
2101990  
2101990

A PARAGRAPH DOES \*NOT\* INCLUDE

- A. A TOPIC SENTENCE.
- \*B. A TITLE.
- C. DEVELOPING SENTENCES.
- D. PUNCTUATION.
- F. \*NONE\* OF THE ABOVE ARE INCLUDED.

2101991  
2101991  
2101991  
2101991  
2101991  
2101991

THE SENTENCE WHICH TELLS WHAT THE PARAGRAPH IS ABOUT IS CALLED THE

- A. INDENTATION.
- B. DEVELOPER
- \*C. TOPIC SENTENCE.
- D. ENDING.
- F. SUMMARY.

2101992  
2101992  
2101992  
2101992  
2101992  
2101992

\*1\* LONG AGO THERE LIVED A LAZY FARMER. \*2\* HE COULD HAVE GROWN GOOD CROPS IF HE HAD WORKED ON HIS LAND, BUT HE DIDNT WANT TO WORK. \*3\* INSTEAD, HE WATCHED HIS WEALTHY NEIGHBORS AND SIGHED. AH, IF ONLY I WERE RICH \*4\* THEN ID BE HAPPY.

2101993  
2101993  
2101993  
2101993  
2101993  
2101993  
2101993

THE TOPIC SENTENCE OF THIS PARAGRAPH IS LABELED WITH THE NUMBER

- \*A. 1
- B. 2
- C. 3
- D. 4
- F. NONE ARE TOPIC SENTENCES.

2101993  
2101993  
2101993  
2101993  
2101993  
2101993

THE FIRST WORD OF A PARAGRAPH IS  
A. CAPITALIZED.

2101994  
2101994



- B. THE WORD THE
- C. EXCITING.
- D. INDENTED.
- \*F. BOTH A AND D ABOVE.

210199  
210199  
210199  
210199

THE SENTENCES OF A PARAGRAPH WHICH ARE \*NOT\* THE TOPIC SENTENCE

- A. ALL BEGIN ON A NEW LINE.
- B. TELL WHERE THE ACTION TOOK PLACE.
- C. TELL ABOUT MANY DIFFERENT SUBJECTS.
- \*D. DEVELOP THE MAIN THOUGHT.
- F. ALL OF THE ABOVE.

210199  
210199  
210199  
210199  
210199

\*\*\*\*\*

THE STUDENT WILL APPLY A KNOWLEDGE OF PARAGRAPHING BY  
CHOOSING THE SENTENCE THAT DOES \*NOT\* BELONG IN A PARAGRAPH,  
ORDERING SENTENCES TO FORM A PARAGRAPH. #80

0225

REARRANGE THE FOLLOWING SENTENCES SO THAT THEY WILL FORM A  
LOGICALLY STRUCTURED PARAGRAPH.

0243

- A. THEN SLOWLY THE TEACHER FACED THE CLASS AND SAID, WE WILL  
CONTINUE OUR PARTY FOR TEN MORE MINUTES TILL THE BUS COMES.
- B. SUDDENLY, THE TEACHER JUMPED FROM HER CHAIR, RAN TO THE  
DOOR, AND LOCKED IT.
- C. THE CLASS GAPED IN UTTER HORROR.
- D. THE BELL RANG LOUDLY, ANNOUNCING THE END OF CLASS.
- E. THE TEACHER EYED THE STUDENTS CAREFULLY AS THEY BEGAN TO  
SHUFFLE THEIR FEET AND THEIR BOOKS.

WHICH SENTENCE WOULD COME FIRST? \*D

2102149

WHICH SENTENCE WOULD COME SECOND? \*E

2102150

WHICH SENTENCE WOULD COME THIRD? \*B

2102151

WHICH SENTENCE WOULD COME FOURTH? \*C

2102152

WHICH SENTENCE WOULD COME FIFTH? \*A

2102153

NOTE THE SENTENCES ABOVE. WHICH SENTENCE IS THE TOPIC SENTENCE?

2102154

- \*A. THEN SLOWLY...
- B. SUDDENLY, THE TEACHER...
- C. THE CLASS GAPPED...
- D. THE BELL RANG...
- E. THE TEACHER EYED...

2102154  
2102154  
2102154  
2102154  
2102154

\*\*\*\*\*

THE STUDENT WILL ANALYZE FOR VARIETY IN THE STYLE OF WRITING  
BEGINNING SENTENCES IN A PARAGRAPH OR COMPOSITION BY  
IDENTIFYING EXAMPLES OF VARIOUS WAYS IN WHICH A SENTENCE CAN BE  
WRITTEN. #70

0112

SENTENCES CAN BE WRITTEN IN A VARIETY OF WAYS. DECIDE IF THE  
SENTENCES BELOW START IN THE FOLLOWING MANNER.

0101

- A. SUBJECT BEFORE VERB
- B. SUBJECT AFTER VERB
- C. INTRODUCTORY ADJECTIVE OR ADVERB

D. INTRODUCTORY PREPOSITIONAL PHRASE

AFTER THE DANCE, BOB AND GRACE WENT FOR A COKE. *D	1125
TOM AND JOE DROVE TO THE PARK. *A	1126
SUDDENLY, THE DOOR FLEW OPEN. *C	1127
IN THE LIVING ROOM THEY DISCOVERED THE BOOK. *D	1128
FRIGHTENED, THE GIRL RAN OUT OF THE ROOM. *C	1129
ARE THERE COOKIES IN THE CUPBOARD *B	1130
THE PRETTY GIRL COMBED HER HAIR OFTEN. *A	1131

\*\*\*\*\*

THE STUDENT CAN RECOGNIZE VARIOUS METHODS OF PARAGRAPH DEVELOPMENT BY CHOOSING TOPIC SENTENCES WHICH ARE EXAMPLES OF DETAIL, REASON, EXAMPLE, OR COMPARISON. #7	0111
---	------

DETERMINE WHETHER THE FOLLOWING SENTENCES ARE EXAMPLES OF DETAIL, REASON, EXAMPLE, OR COMPARISON BY CHOOSING THE APPROPRIATE LETTER. 0100

- A. DETAIL
- B. REASON
- C. EXAMPLE
- D. COMPARISON

ALTHOUGH WATER COVERS SEVENTY PERCENT OF THE EARTH, MUCH OF IT IS NOT AVAILABLE FOR OUR NEEDS. *A	1118
---	------

MARY OFTEN DRINKS FIVE GLASSES OF WATER A DAY, WHILE SUE DRINKS VERY LITTLE. *D	1119
---	------

WE CANNOT AFFORD TO WASTE WATER EVEN WHEN IT SEEMS PLentiful, FOR A DROUGHT MIGHT OCCUR JUST WHEN WE MOST NEED WATER. *B	1120
--	------

WATER IN THE HOME IS USED FOR MANY THINGS SUCH AS BATHING, WASHING CLOTHES, DRINKING, AND COOKING. *A	1121
---	------

WHILE WE IN THE MIDWEST GET 30 INCHES TO 45 INCHES OF RAINFALL A YEAR, IN PARTS OF CALIFORNIA THEY GET LESS THAN 10 INCHES. *D	1122
--	------

THE EARLY SETTLERS IN OUR COUNTRY DID NOT WORRY ABOUT WATER BECAUSE THERE WAS PLENTY OF IT. *B	1123
--	------

IN NEW YORK CITY, IN 1951, THERE WAS A SERIOUS WATER SHORTAGE, AND THIS SERVED TO POINT OUT HOW IMPORTANT CONSERVATION IS. *C	1124
---	------

\*\*\*\*\*

THE STUDENT WILL RECOGNIZE THE VARIOUS WAYS TO END A PARAGRAPH OR COMPOSITION BY IDENTIFYING THE DIFFERENT TYPES OF ENDING SENTENCES. #6	0113
--	------

WHICH OF THE WAYS BELOW BEST DESCRIBE THE TYPE OF SENTENCE ENDING FOR EACH ITEM. IT ENDS A. WITH A QUESTION.	0102
---	------

- WITH AN APPEAL FOR ACTION.
- BY POINTING OUT IMPORTANCE.
- BY GOING FROM A NEGATIVE TO A POSITIVE.

WATER CONSERVATION IS NOT A PROBLEM FOR THE VOTER, BUT FOR EACH CHILD AND ADULT IN THE UNITED STATES. \*D

1132

SHOULDN'T YOU AND I BE SURE THAT WE DON'T WASTE WATER NEEDLESSLY? \*A

WITHOUT WATER, NO PLANT OR ANIMAL CAN EXIST FOR LONG. \*C

IF WE ARE NOT CAREFUL, WE MAY SOMEDAY FIND OURSELVES WITHOUT ADEQUATE WATER. \*C

1135

EACH AND EVERY ONE OF US MUST SUPPORT LEGISLATION FOR WATER CONSERVATION. \*B

1136

FOR THE SAKE OF YOUR OWN FUTURE, \*YOU\* MUST DO YOUR PART IN WATER CONSERVATION. \*B

1137

\*\*\*\*\*

THE STUDENT CAN ANALYZE A LIST OF DETAILS BY INDICATING WHICH DETAILS WOULD NOT BELONG WITH THE OTHERS IN A PARAGRAPH. \*B\*

0049

#### DIRECTIONS

39

EACH QUESTION IS A LIST OF ITEMS YOU MIGHT PUT IN ONE PARAGRAPH. DECIDE WHICH ITEM DOES \*NOT\* BELONG WITH THE OTHERS.

- |   |         |
|---|---------|
| A. FISH   | 2100482 |
| B. DOGS   | 2100482 |
| C. BIRDS  | 2100482 |
| *D. MY DOGS NAME IS SPOT                                | 2100482 |
| E. BOA CONSTRICTORS                                     | 2100482 |
|   |         |
| A. CAMELS HAVE THICK PADS ON THE BOTTOMS OF THEIR FEET. | 2100483 |
| *B. TIGERS ARE MEAT EATING ANIMALS.                     | 2100483 |
| C. MANY NEED LITTLE WATER.                              | 2100483 |
| D. SMALL ANIMALS OF THE DESERT ARE SPECIALLY EQUIPPED.  | 2100483 |
| E. KANGAROO RATS CAN GET WATER FROM SEEDS.              | 2100483 |
|   |         |
| *A. CAN GO BY TRAIN, PLANE, OR CAR                      | 2100484 |
| B. GRAND CANYON   | 2100484 |
| C. NIAGARA FALLS  | 2100484 |
| D. YELLOWSTONE PARK                                     | 2100484 |
| E. MANY INTERESTING PLACES TO SEE IN OUR COUNTRY        | 2100484 |
|   |         |
| A. ATLANTIC   | 2100485 |
| B. ARCTIC   | 2100485 |
| C. PACIFIC  | 2100485 |
| D. INDIAN   | 2100485 |
| *F. MISSISSIPPI   | 2100485 |
|   |         |
| A. BRING LIFE PRESERVERS                                | 2100486 |
| *B. LAKE MICHIGAN HAS MANY BOATS                        | 2100486 |
| C. RULES FOR BOAT SAFETY                                | 2100486 |
| D. DON'T STAND  | 2100486 |
| E. NOT TOO MANY PEOPLE IN A BOAT                        | 2100486 |
|   |         |
| A. READING  | 2100487 |

- B. SPELLING 2100487
- C. MATH 2100487
- \*D. FOURTH GRADE 2100487
- E. SCIENCE 2100487

- A. SOAK STRIPS IN WHEAT PASTE. 2100488
- B. CUT STRIPS OF PAPER. 2100488
- C. APPLY STRIPS CAREFULLY. 2100488
- \*D. PAINT WHEN DRY. 2100488
- E. SQUEEZE OUT EXTRA PASTE. 2100488

- A. HUMANS CAN GROW NEW NAILS. 2100489
- B. CUT THE ARM OFF A STARFISH AND IT WILL GROW A NEW ONE. 2100489
- C. SOME SALAMANDERS CAN REPLACE LOST LEGS. 2100489
- \*D. A BROKEN ARM CAN BE SET IN A CAST. 2100489
- E. THE PLANARIA WORM WILL GROW BACK ALMOST ANY PART OF ITS BODY. 2100489

\*\*\*\*\*

GIVEN A LIST OF RELATED SENTENCES, THE STUDENT CAN ANALYZE TO FIND THE MAIN IDEA BY CHOOSING THE TOPIC SENTENCE FOR EACH LIST. 0048

#### DIRECTIONS

38

EACH QUESTION HAS A GROUP SENTENCES ABOUT ONE SUBJECT. PICK OUT THE \*TOPIC SENTENCE\* FOR EACH GROUP.

- A. WE SAW DEER IN THE FOREST. 2100474
- B. MY BROTHER AND I RODE PACK MULES ALONG A NARROW TRAIL. 2100474
- C. THE BEARS CAME RIGHT TO THE CAR TO GET FOOD. 2100474
- D. THERE WAS SNOW ON THE MOUNTAINS, ALTHOUGH IT WAS SUMMER. 2100474
- \*E. OUR TRIP OUT WEST WAS VERY EXCITING. 2100474

- \*A. TURN A GLASSFUL OF WATER UPSIDE AND THE CARDBOARD WILL STAY ON. 2100475
- B. THERE ARE MANY EXPERIMENTS TO SHOW AIR HAS PRESSURE. 2100475
- C. DRINKING THROUGH A STRAW IS ONE EXAMPLE. 2100475
- D. YOU CAN BLOW UP A BALLOON AND SHOW AIR PRESSURE IN DIFFERENT WAYS. 2100475
- E. A HARD BOILED EGG WILL FALL THROUGH THE MOUTH OF A MILK BOTTLE IN ONE EXPERIMENT. 2100475

- A. DOGS CAN HEAR SOUNDS PEOPLE CANT HEAR. 2100476
- B. THEY ALSO HAVE A GOOD SENSE OF SMELL. 2100476
- C. DEER CAN HEAR FAR AWAY SOUNDS. 2100476
- \*D. ANIMALS HAVE SHARP SENSES. 2100476
- E. FISH CAN SENSE THEIR FOOD EVEN IN THE WATER. 2100476

- A. GET THE INGREDIENTS READY. 2100477
- B. PREHEAT THE OVEN. 2100477
- C. GREASE THE PAN. 2100477
- D. MIX THE INGREDIENTS THE WAY THE RECIPE TELLS YOU. 2100477
- \*E. BAKING A CAKE IS EASY. 2100477

- A. THE AIR SMELLS FRESH AND CLEAN. 2100478
- \*B. SUNRISE IS A BEAUTIFUL TIME OF THE DAY. 2100478
- C. EVERYTHING SEEMS SO STILL. 2100478
- D. THE SKY HAS A GORGEOUS COLOR. 2100478
- E. BIRDS BEGIN CHIRPING. 2100478

- \*A. EVERYONE SHOULD DO MORE READING. 2100479
  - B. BOOKS GIVE YOU MANY HOURS OF PLEASURE. 2100479
  - C. BOOKS ARE AS NEAR AS THE LIBRARY. 2100479
  - D. THEY KEEP YOU COMPANY WHEN YOU ARE LONESOME. 2100479
  - E. YOU CAN TRAVEL TO FAR-AWAY PLACES JUST BY READING. 2100479
- 
- A. READ THE PROBLEM CAREFULLY. 2100480
  - B. DO THE PROBLEM ON PAPER. 2100480
  - \*C. WORD PROBLEMS IN MATH REQUIRE CERTAIN STEPS. 2100480
  - D. CHECK YOUR ANSWER. 2100480
  - E. DECIDE WHICH OPERATION TO USE. 2100480
- 
- A. CHARLOTTE SAVED WILBUR'S LIFE. 2100481
  - \*B. \*CHARLOTTE'S WEB\* WAS AN EXCITING BOOK. 2100481
  - C. THE OTHER ANIMALS DIDN'T CARE ABOUT WILBUR. 2100481
  - D. WILBUR WAS GOING TO BE KILLED. 2100481
  - E. WHEN WILBUR NEEDED A FRIEND, CHARLOTTE WAS THERE. 2100481

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF TOPIC SENTENCES BY INDICATING THE RELATIONSHIP BETWEEN TOPIC AND DEVELOPMENTAL SENTENCES. #6# 0199

CHOOSE THE SENTENCE FROM THE SENTENCES BELOW THAT DOES \*NOT\* DEVELOP THE TOPIC SENTENCE. 0205

- TOPIC SENTENCE - PIGS ARE DIRTY ANIMALS. 2101996
- A. THEY ALSO LIVE IN MUDDY PENS. 2101996
  - B. FIRST OF ALL THEY EAT ALMOST EVERYTHING. 2101996
  - \*C. I START WITH LEFTOVER WOOD. 2101996
  - D. AND FINALLY, THEY NEVER WASH THEMSELVES. 2101996
  - E. THAT'S WHY I THINK PIGS ARE DIRTY. 2101996

- TOPIC SENTENCE - GRAMPA ONCE WAS A LUMBERJACK. 2101997
- A. THE TREES HE CHOPPED FELL INTO THE RIVER. 2101997
  - \*B. THEY COOK THE WHALE BLUBBER TO MELT DOWN THE OIL. 2101997
  - C. HE WORKED IN THE CANADIAN WOODS. 2101997
  - D. THEN THEY FLOATED TO THE SAWMILL. 2101997
  - E. MEN KEPT THE LOGS MOVING BY PUSHING THEM WITH LONG POLES. 2101997

- TOPIC SENTENCE - EACH OF KING ARTHUR'S KNIGHTS HAD AN IVORY HORN. 2101998
- A. THE BATTLE TOOK PLACE ON A HILLSIDE. 2101998
  - B. TRAVELING MUSICIANS ENTERTAINED THE PEASANTS. 2101998
  - C. KING ARTHUR ORDERED THE MAN TO BE LOCKED IN THE TOWER. 2101998
  - \*D. THEY HAD BEAUTIFUL DESIGNS CARVED ON THEM. 2101998
  - E. THEN, THE KNIGHT AIMED HIS CROSSBOW AT THE TARGET. 2101998

- TOPIC SENTENCE - AT FIRST CAVEMEN DIDN'T EVEN HAVE FIRE. 2101999
- \*A. THEY HUDDLED TOGETHER IN DARK, COLD CAVES. 2101999
  - B. AN ISLAND OFF THE COAST WAS MADE BY A VOLCANO. 2101999
  - C. THE RANGER SPOTTED A THIN WISP OF SMOKE. 2101999
  - D. DRAWINGS OF HORSES WERE FOUND ON THE WALLS. 2101999
  - E. SPARKS FROM THE WIRE IGNITED THE CURTAIN. 2101999

CHOOSE THE LETTER OF THE STATEMENT WHICH CORRECTLY ANSWERS EACH QUESTION ABOUT THE FOLLOWING GROUP OF SENTENCES. 0207

\*1\* IN PARTS OF THE WORLD IT IS WARM ALL YEAR LONG.



\*2\* MUCH OF THE LAND IS COVERED WITH THICK JUNGLES. \*3\* THE PEOPLE WHO LIVED IN SUCH PLACES LONG AGO PROBABLY SLEPT IN TREES.

\*4\* THEY MAY HAVE USED BRANCHES AND GRASS TO MAKE HOMES LIKE BIG BIRD NESTS. \*5\* HE WOULD COOK HIS MEAT AND WARM HIS CAVE.

DOES THIS PARAGRAPH HAVE A TOPIC SENTENCE \*IF\* SO, WHICH IS IT?

- \*A. YES, 1 IS THE TOPIC SENTENCE.
- B. YES, 2 IS THE TOPIC SENTENCE.
- C. YES, 3 IS THE TOPIC SENTENCE.
- D. YES, 4 IS THE TOPIC SENTENCE.
- E. NO, THERE ISN'T A TOPIC SENTENCE.

2102000  
2102000  
2102000  
2102000  
2102000  
2102000

DO ALL OF THE SENTENCES DEVELOP ONE MAIN THOUGHT? \*IF\* NOT, WHICH SENTENCE DOES NOT BELONG IN THIS PARAGRAPH?

- A. NO, 1
- B. NO, 2
- C. NO, 3
- \*D. NO, 4
- E. YES

2102001  
2102001  
2102001  
2102001  
2102001  
2102001

\*\*\*\*\*

THE STUDENT WILL RECALL WHAT A SIMILE IS BY SELECTING THE CORRECT DEFINITION. #10

0035

THE DEFINITION OF A SIMILE IS

- A. A COMPARISON OF TWO THINGS USING *ER* AND *EST*
- \*B. A COMPARISON OF TWO THINGS USING *LIKE* OR *AS*
- C. THE WORD *LIKE* OR THE WORD *AS*
- D. A COMPARISON OF TWO OPPOSITE THINGS.

2100341  
2100341  
2100341  
2100341  
2100341

\*\*\*\*\*

THE STUDENT CAN JUDGE GOOD CLEAR SIMILES BY CHOOSING THE BEST SIMILE TO COMPLETE A PHRASE. #11

0037

CHOOSE THE BEST SIMILE.

25

AS GREEN AS A

- \*A. PINE TREE
- B. FLOWER
- C. FALL DAY
- D. CRAYON

2100343  
2100343  
2100343  
2100343  
2100343

AS QUIET AS A

- A. BIRD
- B. CRICKET
- C. BABY
- \*D. WORM

2100344  
2100344  
2100344  
2100344  
2100344

SLEPT LIKE A

- A. LITTLE BOY
- \*B. BEAR IN WINTER
- C. SUMMER EVENING
- D. OWL AT NIGHT

2100345  
2100345  
2100345  
2100345  
2100345

KICKED LIKE A <del>SN</del>	2100346
A. BABY COLT	2100346
*B. ANGRY MULE	2100346
C. COW BEING MILKED	2100346
D. BARKING DOG	2100346

AS BRIGHT AS	2100347
A. THUNDER	2100347
B. A MAPLE TREE	2100347
C. PERFUME	2100347
*D. A SHOOTING STAR	2100347

AS SHARP AS A	2100349
A. COMBS TOOTH	2100349
B. BIRDS BEAK	2100349
*C. PORCUPINES QUILL	2100349
D. BEES STING	2100349

ROUND LIKE A <del>SN</del>	2100350
A. EGG	2100350
B. STAR	2100350
C. STONE	2100350
*D. MARBLE	2100350

AS CLEAR AS	2100351
A. SNOW	2100351
*B. RAIN WATER	2100351
C. DIAMOND	2100351
D. A BOTTLE	2100351

\*\*\*\*\*

THE STUDENT CAN COMPREHEND ADVERTISING TECHNIQUES BY IDENTIFYING IN A GIVEN ADVERTISEMENT COMMON TECHNIQUES USED TO SELL A PRODUCT. #40	0213
---	------

DIRECTIONS	227
LOOK AT THE SAMPLE ADVERTISEMENT BELOW, THEN DECIDE WHICH *ONE* OF THE FOLLOWING TECHNIQUES OR APPEALS HAS BEEN USED. CHOOSE	
A. A TESTIMONIAL	
B. APPEAL TO VANITY	
C. JOIN THE CROWD	
D. SCIENTIFIC APPROACH	

BLONDES HAVE MORE FUN, SO USE BLONDOLL AND BE A DOLL. *B	2102071
--	---------

MORE DOCTORS RECOMMEND ALACIN THAN ANY OTHER TABLET, SO TAKE ALACIN AND BE SURE. *D	2102072
--	---------

PEGGY FLEMING, THE DARLING OF THE ICE RINK, SAYS, BLISTERINE HAS DONE IT FOR ME. *A	2102073
	2102073

BE THE FIRST ON YOUR BLOCK TO OWN THE NEW, DAZZLING, AND FUN FRISBY. ONLY TEN DOLLARS AT KRESGE AND WALGREEN STORES. *C	2102074
	2102074

\*\*\*\*\*

THE STUDENT CAN DEMONSTRATE A KNOWLEDGE OF DESCRIPTIVE WORDS BY CHOOSING THE MOST EXACT WORD OR PHRASE TO COMPLETE A GIVEN	0024
---	------



SENTENCE. #80

\*DIRECTIONS\* CHOOSE THE MOST \*EXACT\* OR \*DESCRIPTIVE\* WORD  
FOR EACH SENTENCE.

0018

WE HAD FOR LUNCH.

- A. FOOD
- B. FRUIT
- \*C. PEACHES
- D. DESSERT

2100202  
2100202  
2100202  
2100202  
2100202

WE FOUND A #80 IN OUR PICNIC BASKET.

- A. BUG
- B. ANIMAL
- \*C. ANT
- D. INSECT

2100203  
2100203  
2100203  
2100203  
2100203

LOOK IT UP IN THE

- A. BOOK
- B. LIBRARY
- C. REFERENCE BOOK
- \*D. DICTIONARY

2100204  
2100204  
2100204  
2100204  
2100204

THAT GOT A TICKET FOR BEING PARKED IN THE WRONG PLACE.

- \*A. STATIONWAGON
- B. VEHICLE
- C. AUTOMOBILE
- D. CAR

2100205  
2100205  
2100205  
2100205  
2100205

WE HAVE IN OUR YARD.

- A. A GARDEN
- \*B. TULIPS
- C. FLOWERS
- D. PLANTS

2100206  
2100206  
2100206  
2100206  
2100206

WE HAVE A PET

- A. ANIMAL
- B. CAT
- \*C. POODLE
- D. DOG

2100207  
2100207  
2100207  
2100207  
2100207

WE HAVE SOME IN A FLOWER POT.

- A. DESERT PLANTS
- B. PLANTS
- C. FLOWERS
- \*D. CACTI

2100209  
2100209  
2100209  
2100209  
2100209

I GOT A FOR MY BIRTHDAY.

- A. PRESENT
- B. TOY
- C. GIFT
- \*D. FOOTBALL

2100210  
2100210  
2100210  
2100210  
2100210

\*\*\*\*\*  
THE STUDENT WILL DISCRIMINATE BETWEEN COMMON AND MORE DESCRIPTIVE  
ADJECTIVES BY CHOOSING THE MOST COMMON ADJECTIVE FROM A LIST. #40

0196

CHOOSE THE ONE ADJECTIVE THAT IS COMMON FROM EACH LIST.

0203

- A. JOYFUL
- \*B. HAPPY
- C. GAY
- D. FESTIVE

2101980  
2101980  
2101980  
2101980

- A. WELL MADE
- B. COLORFUL
- C. KINDLY
- \*D. NICE

2101981  
2101981  
2101981  
2101981

- A. LOVELY
- B. STUNNING
- \*C. PRETTY
- D. ATTRACTIVE

2101982  
2101982  
2101982  
2101982

- A. SATISFYING
- \*B. GOOD
- C. TASTY
- D. PLEASANT

2101983  
2101983  
2101983  
2101983

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE UNDERSTANDING OF DESCRIPTION IN SENTENCES BY INDICATING APPROPRIATE USE OF DESCRIPTIVE WORDS. #6n

0197

DIRECTIONS - IN EACH SET CHOOSE THE LETTER OF THE STATEMENT WHICH ANSWERS THE QUESTION.

0204

THE FRISKY COLT RAN PLAYFULLY AWAY FROM HIS EAGER, YOUNG MASTER.

2101984

WHICH WORDS IN THE ABOVE SENTENCE ADD DESCRIPTION TO THE BASIC SENTENCE

2101984

2101984

2101984

- A. FRISKY...COLT...YOUNG
- B. FRISKY...PLAYFULLY...MASTER
- \*C. FRISKY...PLAYFULLY...EAGER
- D. RAN...EAGER...YOUNG

2101984

2101984

2101984

2101984

HOW WOULD THE BASIC SENTENCE \*WITHOUT\* DESCRIPTIVE WORDS BE WRITTEN

2101985

2101985

- A. THE FRISKY COLT RAN AWAY FROM HIS MASTER.
- B. THE COLT RAN PLAYFULLY AWAY FROM HIS MASTER.
- C. THE COLT RAN FROM HIS EAGER MASTER.
- \*D. THE COLT RAN FROM HIS MASTER.

2101985

2101985

2101985

2101985

THE DRAGON LOOKED AT THE CAVE.

2101986

2101986

HOW COULD THIS SENTENCE BE MADE MORE DESCRIPTIVE

2101986

- A. ADD PLURAL ENDINGS TO THE NOUNS.
- B. CHANGE THE VERB \*LOOKED\* TO \*ATE\*.
- \*C. ADD ADJECTIVES AND ADVERBS.
- D. CHANGE THE ORDER OF THE WORDS.

2101986

2101986

2101986

2101986

FOOLISH, ANCIENT, AND SCALY ARE WORDS WHICH COULD DESCRIBE THE WORD

2101987

2101987

- A. LOOKED.
- \*B. DRAGON.
- C. CAVE.
- D. NONE OF THE ABOVE.

2101987

2101987

2101987

2101987

BRAVELY, QUICKLY, AND HOPEFULLY COULD DESCRIBE THE WORD

2101988

- \*A. LOOKED. 2101988
- B. CAVE. 2101988
- C. DRAGON. 2101988
- D. NONE OF THE ABOVE. 2101988

A GROWL IN THE COUGARS THROAT GREW TO A SNARL AS HE PLUNGED OFF THE TREE BRANCH. 2101989

- WHERE COULD DESCRIPTIVE WORDS BE USED IN THIS SENTENCE
- A. BEFORE GROWL 2101989
  - B. AFTER GREW 2101989
  - C. BEFORE SNARL 2101989
  - \*D. ALL OF THE ABOVE. 2101989

\*\*\*\*\*

THE STUDENT WILL RECOGNIZE FIGURES OF SPEECH BY IDENTIFYING SIMILES, METAPHORS AND PERSONIFICATION IN A GIVEN SENTENCE. \$10 0163

- FOR EACH ITEM, CHOOSE ONE OF THE FOLLOWING. 0169
- A. SIMILE
  - B. METAPHOR
  - C. PERSONIFICATION

THE SUN LOOKED LIKE A BLAZING BALL OF FIRE. \*A 2101660

THE COLORFUL TIGER LILIES GRINNED IN THE GARDEN. \*C 2101661

THE SEACOAST IS VIOLENT. \*C 2101662

MARGARET, AFTER A DAY AT THE BEACH, WAS RED AS A BEET. \*A 2101663

THE STAR IS A DIAMOND IN THE SKY. \*B 2101664

HER EYES ARE FASCINATING POOLS OF DEEP BLUE. \*B 2101665

JOANS HAIR IS STRAIGHT AS A PIN. \*A 2101666

THE TREE WAS A GUARD IN THE FOREST, STRETCHING ITS ARMS FOR PROTECTION. \*C 2101667

THE LOBBY WAS AS CROWDED AS THE SUBWAY AT RUSH HOUR. \*A 2101668

THE MOON IS A BALL OF GOLD. \*B 2101669

\*\*\*\*\*

THE STUDENT CAN DEMONSTRATE HIS KNOWLEDGE OF LETTER WRITING STRUCTURE BY CHOOSING THE LETTER IN PROPER STRUCTURE. \$10 0131

WHICH ONE OF THE FOLLOWING LETTERS IS WRITTEN CORRECTLY 0123

- A. 13 OAK STREFT 2101320
- AKRON, OHIO 2101320
- MARCH 10, 1969 2101320

DEAR SIR, 2101320

I AM ENCLOSING MY MONEY. 2101320



ERIC  
Full Text Provided by ERIC

SELECT THE CORRECT CLOSING FOR A FRIENDLY LETTER. \* DENOTES FIRST LETTER CAPITALIZED.

- \*A. \*YOURS TRULY.
- B. \*YOURS \*TRULY.
- C. \*YOURS TRULY.

2101695  
2101695  
2101695  
2101695  
2101695

SELECT THE CORRECT NUMBER OF PARTS FOR A BUSINESS LETTER.

- \*A. 6
- B. 5
- C. 7

2101696  
2101696  
2101696  
2101696

CHOOSE THE CORRECT FORM FOR A RETURN ADDRESS.

A. 18 OAK STREET  
CHICAGO, ILLINOIS 60341

\*B. MRS. THOMAS MILLER  
18 OAK STREET  
CHICAGO, ILLINOIS 60341

2101697  
2101697  
2101697  
2101697  
2101697  
2101697  
2101697  
2101697

\*\*\*\*\*

THE STUDENT WILL RECOGNIZE THE PROPER FORM OF A BUSINESS LETTER BY IDENTIFYING THE PARTS OF A LETTER AND THE CORRECT FORM OF A LETTER. #60

0256

READ THE FOLLOWING LIST OF ITEMS FOUND IN A BUSINESS LETTER. IN THE BLANK PROVIDED INDICATE IN WHAT PART OF THE LETTER THE ITEM IS FOUND.

0269

- A. THE HEADING
- B. THE INSIDE ADDRESS
- C. THE GREETING
- D. THE BODY
- E. THE CLOSE

DEAR SIR \*C

2102512

SINCERELY YOURS. \*E

2102513

CORDIALLY, \*E

2102514

721 HIGH STREET  
OXFORD, OHIO  
MAY 12, 1969 \*A

2102515  
2102515  
2102515

THANK YOU FOR YOUR COURTESY. \*D

2102516

GLASS BLOWERS OF AMERICA  
612 SOUTH LUNG STREET  
BUBBLETON, KANSAS \*B

2102517  
2102517  
2102517

\*\*\*\*\*

THE STUDENT RECOGNIZES THE PARTS OF A FRIENDLY LETTER BY IDENTIFYING WHICH PART IS BEING DESCRIBED. #70

0073

DIRECTIONS - FOR EACH QUESTION, TELL WHAT PART OF A FRIENDLY LETTER IS BEING DESCRIBED.

0060

- A. HEADING
- B. GREETING
- C. BODY
- D. CLOSING
- E. SIGNATURE

THE DATE THE LETTER IS BEING WRITTEN	*A	2100759
THE NAME OF THE PERSON WRITING THE LETTER	*E	2100760
THE NAME OF THE PERSON THAT IS RECEIVING THE LETTER	*B	2100761
THE ADDRESS OF THE PERSON WRITING THE LETTER	*A	2100762
THE MESSAGE OF THE LETTER	*C	2100763
THE PART WHERE THE WRITER IS SAYING GOOD-BYE	*D	2100764
THE PART WHERE THE WRITER IS SAYING HELLO	*B	2100765

\*\*\*\*\*

THE STUDENT WILL APPLY KNOWLEDGE OF PLANNING A REPORT BY ANSWERING QUESTIONS IN REGARD TO CHOOSING A TOPIC, SELECTING A TITLE, USING THE LIBRARY, TAKING NOTES, AND IDENTIFYING THE CORRECT FORM OF AN OUTLINE. %40 0228

CHOOSE THE INCORRECT PROCEDURE WHEN CHOOSING A TOPIC.	2102198
A. CHOOSE A TOPIC YOU ARE INTERESTED IN.	2102198
*B. CHOOSE A BROAD TOPIC THAT INCLUDES MANY FACTS.	2102198
C. CHOOSE A TOPIC YOU CAN FIND ENOUGH INFORMATION ON.	2102198
D. NARROW THE TOPIC.	2102198

CHOOSE THE TOPIC THAT HAS BEEN NARROWED IN SCOPE.	2102199
A. SEA LIFE	2102199
*B. SNAILS	2102199
C. OCEANS	2102199
D. FOOD	2102199
E. PLANTS	2102199

CHOOSE THE ITEM THAT IS APPROPRIATE FOR A REPORT.	2102200
*A. MAIN INDUSTRIES IN THE MIDDLE ATLANTIC STATES	2102200
B. CITIES OF THE UNITED STATES	2102200
C. FARMING IN THE UNITED STATES	2102200
D. CALIFORNIA	2102200

CHOOSE HOW MAIN TOPICS ARE LABELED.	2102201
*A. I, II, III	2102201
B. A, B, C	2102201
C. 1, 2, 3	2102201

CHOOSE HOW SUBTOPICS UNDER MAIN TOPICS ARE LABELED.	2102202
A. I, II, III	2102202
*B. A, B, C	2102202
C. 1, 2, 3	2102202

CHOOSE HOW SUBTOPICS ARE LABELED UNDER II.	2102203
A. I, II, III	2102203
*B. A, B, C	2102203
C. 1, 2, 3	2102203





C. EXPOSITORY

JOHN WALKED INTO THE DRUGSTORE TO BUY A CANDY BAR. STANDING AT THE COUNTER WAS HIS GOOD FRIEND, JIM MATTHEWS.

HI, JIM, HE EXCLAIMED, WHAT ARE YOU DOING HERE? I THOUGHT YOU HAD SUMMER SCHOOL ALL MORNING.

- \*A. NARRATIVE
- \*B. DESCRIPTIVE
- \*C. EXPOSITORY

2102311  
2102312  
2102312  
2102312  
2102312  
2102312  
2102312  
2102312

THE MELON FAMILY BELONGS TO THE LARGER FOOD GROUP OF GOURDS. THERE ARE MANY DIFFERENT KINDS OF MELONS SUCH AS CANTALOUPE, HONEYDEW, AND WATERMELON. A MELON GROWS FROM A SEED INTO A VINE WHICH HAS BLOSSOMS. THESE BLOSSOMS BECOME THE MELONS.

- \*A. NARRATIVE
- \*B. DESCRIPTIVE
- \*C. EXPOSITORY

2102313  
2102313  
2102313  
2102313  
2102313  
2102313  
2102313

SAM WAS A LONG, TALL DRINK OF WATER. HIS CLOTHES HUNG FROM HIM, NEVER SEEMING TO TOUCH HIS BODY FROM HIS SHOULDERS DOWN. HIS HAIR WAS SANDY COLORED AND RATHER LONG. FRECKLES SPOTTED ACROSS HIS NOSE.

- \*A. NARRATIVE
- \*B. DESCRIPTIVE
- \*C. EXPOSITORY

2102314  
2102314  
2102314  
2102314  
2102314  
2102314  
2102314

JANUARY IS THE WETTEST MONTH OF THE YEAR IN LOUISIANA. THE AVERAGE RAINFALL IS THREE TIMES HIGHER IN JANUARY THAN THAT OF JULY, THE NEXT WETTEST MONTH.

- \*A. NARRATIVE
- \*B. DESCRIPTIVE
- \*C. EXPOSITORY

2102315  
6102315  
6102315  
6102315  
6102315  
6102315

\*\*\*\*\*

\*\*\*\*\*

CRITICAL THINKING

THE CHILD WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN FACT AND OPINION STATEMENTS BY CORRECTLY CATEGORIZING A GIVEN SET OF STATEMENTS. \*440

0300

DIRECTIONS - READ EACH SENTENCE. IF IT TELLS A FACT, CROSS OUT F. IF IT TELLS SOMETHING THAT IS JUST A MATTER OF HOW PEOPLE THINK ABOUT IT, AN OPINION, CROSS OUT O.

F O\* WASHINGTON WAS OUR GREATEST PRESIDENT.

3000

F O\* HAWAII IS THE MOST BEAUTIFUL STATE IN THE U. S.

3001

F O\* POLO IS AN EXCITING SPORT.

3002

F O\* ARITHMETIC IS A DIFFICULT SUBJECT.

3003

F O THERE ARE 50 STATES IN THE U. S.

3004

F O\* PEONIES ARE PRETTIER THAN VIOLETS.

3005

F O ORVILL AND WILBUR WRIGHT WERE BROTHERS.

3006

F O* MY FATHER IS STRONGER THAN YOUR FATHER.	3007
F O* MILK TASTES BETTER THAN COKE.	3008
F O* BARE RUTH WAS AN ORPHAN.	3009
F O* AS PEOPLE GET OLDER, THEY GET SMARTER.	3010
F O* GENERAL MOTORS CARS ARE BETTER THAN FORD CARS.	3011
F O* WOMEN GENERALLY LIVE LONGER THAN MEN.	3012
F O* CHOCOLATE FLAVOR IS BETTER THAN STRAWBERRY.	3013
F O* GIRLS THINK FASTER THAN BOYS.	3014
F O* THERE ARE MORE WOMEN OVER 70 THAN MEN.	3015
F O* IT'S EASY TO LEARN TO SWIM.	3016
F O* FISHING IN CANADA IS THE BEST SPOT IN THE WORLD.	3017
F O* BOYS RUN FASTER THAN GIRLS.	3018
F O* YELLOW IS A BEAUTIFUL COLOR.	3019
F O* IT IS FUN TO COLOR.	3020
F O* FIRE IS HOT.	3021
F O* CLOCKS HELP US TELL TIME.	3022
F O* MEN ARE SMARTER THAN WOMEN.	3023
F O* MOST DOGS MAKE GOOD PETS.	3024
F O* MUSIC IS MORE FUN THAN ART.	3025
F O* ADDITION IS HARDER THAN SUBTRACTION.	3026
F O* FISH LIVE IN WATER.	3027
F O* SOAP HELPS US GET CLEAN.	3028
F O* FORDS ARE THE BEST MAKE OF CAR.	3029
F O* SALLY AND SUE ARE BOTH GIRLS.	3030
F O* FIRE BURNS PAPER.	3031
F O* BOOKS ARE FUN TO READ.	3032
F O* HIPPIES ARE UNATTRACTIVE PEOPLE.	3033
F O* ELEPHANTS ARE LARGER THAN HORSES.	3034
F O* PEOPLE NEED WATER IN ORDER TO LIVE.	3035
F O* BASEBALLS ARE ROUND.	3036

F O* CHOCOLATE CAKE TASTES BETTER THAN WHITE CAKE.	3037
F O* KOOL-AID TASTES GOOD.	3038
F O* SUMMER IS THE BEST TIME OF YEAR.	3039
F* O SOME HOUSES ARE WHITE.	3040
F* O PRESIDENT NIXON IS AN IMPORTANT MAN.	3041
F* O ALL PLANTS NEED WATER.	3042
F O* FLOWERS ARE PRETTY.	3043
F O* BLACK HAIR IS PRETTY.	3044

\*\*\*\*\*

THE STUDENT WILL ANALYZE STATEMENTS BY DIFFERENTIATING BETWEEN  
FACTUAL STATEMENTS AND STATEMENTS OF OPINION. #20n 0082

IN THE LIST BELOW, SOME OF THE SENTENCES ABOUT CHICAGO ARE STATE-  
MENTS OF \*FACT\*, AND OTHERS ARE STATEMENTS OF \*OPINION\*. IF YOU  
BELIEVE THE STATEMENT IS A FACT, CHOOSE \*A\* IN THE SPACE PROVID-  
ED. IF YOU BELIEVE THE STATEMENT IS AN OPINION, PLACE \*B\* IN THE  
SPACE PROVIDED. DO \*NOT\* TRY TO DECIDE IF THE STATEMENT IS  
\*TRUE\* OR \*FALSE\*, BUT ONLY IF IT IS A STATEMENT OF \*FACT\* OR  
\*OPINION\*.

- A. FACT
- B. OPINION

CHICAGO IS THE SECOND LARGEST CITY IN THE UNITED STATES. *A	2100876
IT IS A VERY BEAUTIFUL CITY. *B	2100877
MORE THAN SIX AND A HALF MILLION PERSONS ENJOY LIVING AND WORKING IN METROPOLITAN CHICAGO. *B	2100878 2100878
THIS ENERGETIC CITY IS LOCATED ON THE SHORE OF LAKE MICHIGAN. *A	2100879
CHICAGO IS THE TRANSPORTATION CENTER OF THE UNITED STATES AND IS ONE OF THE WORLDS LEADING PORTS. *A	2100880 2100880
POET CARL SANDBURG CALLED CHICAGO THE CITY OF THE BIG SHOULDERS. *A	2100881
CHICAGO HAS A REPUTATION FOR DOING THINGS IN A BIG WAY. *B	2100882
THE CHICAGO AREA LEADS THE NATION IN STEEL PRODUCTION. *A	2100883
THE NAME CHICAGO COMES FROM THE INDIAN WORD CHECAGOW. *A	2100884
SOME HISTORIANS SAY THIS WORD MEANS SKUNK OR WILD ONION. *A	2100885
CHICAGO IS OFTEN CALLED THE WINDY CITY. *A	2100886
THIS COULD BE DUE TO THE STRONG GUSTS OF WIND THAT BLOW ACROSS THE CITY FROM THE LAKE. *A	2100887 2100887
CHICAGO WAS FOUNDED LESS THAN 175 YEARS AGO. *A	2100889

IT RANKS AS THE YOUNGEST OF THE WORLDS 10 LARGEST CITIES.	*A	2100890
THE GREAT CHICAGO FIRE OCCURRED IN 1871.	*A	2100891
THE PEOPLE REBUILT CHICAGO WITH A VIGOR AND DARING THAT MADE IT A CENTER OF WORLD ARCHITECTURE.	*R	2100892
		2100892
CHICAGO HAS ALWAYS LIVED UP TO ITS MOTTO, I WILL.	*B	2100893
THE CITY EXTENDS ABOUT 22 MILES ALONG THE SOUTHWESTERN SHORE OF LAKE MICHIGAN.	*A	2100894
		2100894
EVERYONE ENJOYS THE MANY LAKE-FRONT FACILITIES.	*R	2100895

\*\*\*\*\*

THE STUDENT CAN ANALYZE FACT AND OPINION BY INDICATING WHETHER GIVEN QUESTIONS SHOULD BE ANSWERED BY FACT OR OPINION.	%10	0172
---	-----	------

DIRECTIONS - DECIDE IF THE QUESTIONS BELOW CAN BE ANSWERED ONLY BY PERSONAL *OPINION* OR *FACT* ABOUT THE STORY. CHOOSE		0176
A. FACT		
B. OPINION		

WHAT WAS THE NAME OF THE LITTLE GIRL THAT VISITED THE BEARS HOUSE	*A	2101774
		2101774

HOW MANY BEARS WERE THERE	*A	2101775
---------------------------	----	---------

SHOULD SHE HAVE GONE INTO ANOTHER PERSONS HOUSE WITHOUT BEING INVITED	*B	2101776
		2101776

WERE ALL THE CHAIRS THE SAME SIZE	*A	2101777
-----------------------------------	----	---------

DO YOU THINK GOLDBLOCKS SHOULD HAVE EATEN THE BEARS SOUP	*B	2101778
--	----	---------

DID GOLDBLOCKS MEAN TO BREAK THE CHAIR	*B	2101779
--	----	---------

WHY WAS GOLDBLOCKS SO TIRED	*B	2101780
-----------------------------	----	---------

HOW MANY BEDS DID GOLDBLOCKS SEE	*A	2101781
----------------------------------	----	---------

WHO AWAKENED GOLDBLOCKS	*A	2101782
-------------------------	----	---------

DO YOU THINK GOLDBLOCKS BECAME A FRIEND OF THE BEARS	*B	2101783
--	----	---------

\*\*\*\*\*

THE CHILD WILL DEMONSTRATE HIS UNDERSTANDING OF THE IMPORTANCE OF FACTS AND OPINIONS BY SELECTING STATEMENTS MOST DIFFICULT TO PROVE.	%15	0301
---	-----	------

DIRECTIONS - SELECT THE ONE STATEMENT IN EACH GROUP WHICH WOULD BE MOST DIFFICULT TO PROVE.

WHICH SENTENCE IS MOST DIFFICULT TO PROVE.		3045
--	--	------

A. OUR SCHOOL IS SIX YEARS OLD.

B. OUR SCHOOL HAS FOUR THIRD GRADES.

THE CHILDREN IN OUR SCHOOL ARE WELL BEHAVED.

WHICH SENTENCE IS MOST DIFFICULT TO PROVE.

3046

- \*A. MRS. SMITH IS A GOOD TEACHER.
- B. MRS. SMITH TEACHES FIRST GRADE.
- C. MRS. SMITH HAS TAUGHT FOR THREE YEARS.

WHICH SENTENCE IS MOST DIFFICULT TO PROVE.

3047

- A. SCHOOL BEGINS AT 8/45 AM.
- B. MOST OF OUR CHILDREN RIDE THE BUS.
- \*C. ART IS MORE FUN THAN ARITHMETIC.

WHICH SENTENCE IS MOST DIFFICULT TO PROVE.

3048

- A. WE HAVE A LEARNING CENTER IN OUR SCHOOL.
- \*B. EVERYONE LIKES TO GO TO THE LEARNING CENTER.
- C. THE LEARNING CENTER HAS MANY THINGS TO DO.

WHICH SENTENCE IS MOST DIFFICULT TO PROVE.

3049

- A. MR. ROGERS IS OUR PRINCIPAL.
- \*B. HE IS LIKED BY EVERYONE.
- C. HE HELPS US GET ON THE BUS.

WHICH SENTENCE IS MOST DIFFICULT TO PROVE.

3050

- A. MRS. WILLET IS THE SCHOOL NURSE.
- B. MRS. WEDMORE DOES TYPING AND OFFICE WORK.
- \*C. MRS. WEDMORE DOES MORE WORK THAN MRS. WILLET.

WHICH SENTENCE IS MOST DIFFICULT TO PROVE.

3052

- A. CHILDREN PLAY ON THE PLAYGROUND DURING RECESS.
- B. ON RAINY DAYS WE STAY INSIDE.
- \*C. PLAYGROUNDS ARE DANGEROUS.

WHICH OF THE FOLLOWING WOULD BE MOST DIFFICULT TO PROVE TRUE OR FALSE?

3053

- \*A. JOHN SMITH WAS A GOOD MAN.
- B. JAMESTOWN WAS FOUNDED IN 1607.
- C. THE ENGLISH STAYED IN JAMESTOWN FOR TWO YEARS.

WHICH OF THE FOLLOWING WOULD BE MOST DIFFICULT TO PROVE TRUE OR FALSE?

3054

- \*A. ESKIMOS ARE UNHAPPY IN THE COLD LAND.
- B. ESKIMOS LIVE IN NORTHERN REGIONS.
- C. ESKIMOS ARE HUNTERS OF BEAR AND WHALE.

WHICH OF THE FOLLOWING WOULD BE MOST DIFFICULT TO PROVE TRUE OR FALSE?

3055

- A. MRS. SMITH IS SMALLER THAN MRS. JONES.
- \*B. MRS. SMITH IS SMARTER THAN MRS. JONES.
- C. MRS. SMITH IS OLDER THAN MRS. JONES.

WHICH OF THE FOLLOWING WOULD BE MOST DIFFICULT TO PROVE TRUE OR FALSE?

3056

- \*A. IRELAND IS A BEAUTIFUL COUNTRY.
- B. FRANCE IS A REPUBLIC.
- C. FRANCE IS LARGER THAN BELGIUM.

WHICH OF THE FOLLOWING WOULD BE MOST DIFFICULT TO PROVE TRUE OR FALSE?

3057

- \*A. SCHOOL IS UNINTERESTING.
- B. SCHOOL LASTS FOR TWO SEMESTERS.
- C. THE LAW REQUIRES ATTENDANCE AT SCHOOL.

WHICH OF THE FOLLOWING WOULD BE MOST DIFFICULT TO PROVE TRUE OR FALSE?

3058

- \*A. MR. SMITH IS A SMART PRINCIPAL.
- B. MR. BLACK IS A MEMBER OF THE BOARD.
- C. MR. JACKSON HAS BEEN A PRINCIPAL FOR TEN YEARS.

WHICH OF THE FOLLOWING WOULD BE MOST DIFFICULT TO PROVE TRUE OR FALSE?

3059

- A. MR. JACKSON EARNS \$15,000 A YEAR.
- \*A. MRS. JOHNSON LIKES HER JOB.
- C. SALLY ATTENDED WAGNER SCHOOL FOR TWO YEARS.

WHICH OF THE FOLLOWING WOULD BE MOST DIFFICULT TO PROVE TRUE OR FALSE?

3060

- A. FASTER WILL BE EARLY NEXT YEAR.
- B. CHRISTMAS COMES ON A WEDNESDAY THIS YEAR.
- \*C. JACK REALLY ENJOYED HIS BIRTHDAY PARTY.

\*\*\*\*\*  
THE STUDENT WILL DEMONSTRATE HIS ABILITY TO EVALUATE THE POTENTIAL VALIDITY OF SOURCES BY SELECTING THE BEST SOURCE FROM A GROUP OF CHOICES. \*10m

0302

DIRECTIONS - THINK ABOUT EACH TITLE FOR A REPORT. WHICH SOURCE OF INFORMATION WOULD YOU CHOOSE TO USE THEN FINDING MATERIAL FOR YOUR REPORT. CIRCLE THE LETTER A, B, OR C FOR THE BEST SOURCE.

HOW A SPIDER SPINS ITS WEBB

3061

- A. THE STORY BOOK \*CHARLOTTE'S WEBB\*.
- \*B. ENCYCLOPEDIA LISTING ON SPIDERS.
- C. ASK YOUR FATHER.

HOW VOLCANOES ARE FORMED

3062

- \*A. FILMSTRIP CALLED \*A VOLCANO IS BORN\*.
- B. MAKE A MODEL OF A VOLCANO.
- C. READ A BOOK WRITTEN BY A PILOT WHO HAS FLOWN OVER AN ACTIVE VOLCANO.

WHAT CAUSES WATER POLLUTION

3063

- A. ASK YOUR TEACHER.
- B. A SCIENCE BOOK CALLED \*AIR IS EVERYWHERE\*.
- \*C. A SERIES OF ARTICLES ABOUT WATER POLLUTION FOUND IN THE NEWSPAPER.

THE FIRST AIRPLANE

3064

- A. A STORY WRITTEN BY A BOY WHOSE GRANDFATHER KNEW THE WRIGHT BROTHERS.
- \*B. A TV PROGRAM WHICH TELLS THE STORY OF THE WRIGHT BROTHERS.
- C. A BOOK CALLED \*HOW TO MAKE A GLIDER\*.

FIRST MAN ON THE MOON

3065

- \*A. A REPLAY OF LIVE TELEVISION COVERAGE OF MAN'S FIRST STEPS ON THE MOON.
- B. A STORY WRITTEN BY A REPORTER AT CAPE KENNEDY WHEN APOLLO II BLASTED OFF FOR THE MOON.
- C. A PHOTOGRAPH OF THE THREE ASTRONAUTS.

HOW THE ROMANS LIVED

3066

- A. READ THE ENCYCLOPEDIA.



- B. EXAMINE ITEMS FROM A ROMAN RUINS.
- C. READ A BOOK ABOUT ROMAN GODS.

#### HOW TO MAKE A CHOCOLATE CAKE

3067

- A. ASK THE HOME-EC TEACHER.
- \*B. FOLLOW THE RECIPE ON THE COCOA BOX.
- C. ASK YOUR MOTHER.

#### THE HISTORY OF SLAVERY

3068

- A. ASK A WHITE MAN.
- B. ASK A BLACK MAN.
- \*C. READ SLAVE SHIPS RECORDS.

#### THE MOON

3069

- A. A 1965 ENCYCLOPEDIA
- B. ASK YOUR SCIENCE TEACHER.
- \*C. READ A REPORT BY NEIL ARMSTRONG.

#### HOW TO GRIND CORN

3070

- A. ASK YOUR GRANDMOTHER.
- B. READ IN YOUR HISTORY BOOK.
- \*C. READ A PURITAN'S DIARY.

\*\*\*\*\*

THE CHILD WILL DISPLAY HIS ABILITY TO DISTINGUISH BETWEEN FACTS THAT ARE RELEVANT AND FACTS THAT ARE NOT RELEVANT TO THE SITUATION OR PROBLEM BY CORRECTLY IDENTIFYING THE RELEVANT PHRASES.  
%RM

0303

DIRECTIONS - THE CLASS MUST COMPILE A REPORT ON REPTILES. BELOW ARE SOME PARAGRAPHS. WHICH OF THEM WILL HELP THE CLASS

CATS ARE NICE ANIMALS. THEY ARE VERY CLEAN AND EASILY TRAINED. THEY BELONG TO THE ORDER OF MAMMALS.

3071

CIRCLE THE CORRECT ANSWER.

- A. THIS PARAGRAPH HELPS.
- \*B. THIS PARAGRAPH DOES NOT HELP.

REPTILES ARE A LARGE GROUP OF BACKBONED ANIMALS THAT ARE COLD-BLOODED AND HAVE A DRY, USUALLY SCALY SKIN. THEY INHABIT ALL PARTS OF THE WORLD EXCEPT SOME ISLANDS AND ALL EXTREMELY COLD AREAS.

3072

CIRCLE THE CORRECT ANSWER.

- \*A. THIS PARAGRAPH HELPS.
- B. THIS PARAGRAPH DOES NOT HELP.

REPTILES LIKE TURTLES AND IGUANAS ARE IMPORTANT ITEMS OF FOOD IN SOME PARTS OF THE WORLD, AND REPTILE SKINS ARE MADE INTO SHOES, PURSES, AND LEATHER GOODS. MANY REPTILES HELP TO CONTROL PESTS BECAUSE THEY FEED ON INSECTS AND SMALL RODENTS. SOME KINDS OF REPTILES ARE KEPT AS PETS.

3073

CIRCLE THE CORRECT ANSWER.

- \*A. THIS PARAGRAPH HELPS.
- B. THIS PARAGRAPH DOES NOT HELP.

ST. PATRICK IS SUPPOSED TO HAVE CHASED THE SNAKES OUT OF IRELAND.

3074



WE DO NOT KNOW WHETHER HE REALLY LIVED OR NOT. HE IS THE PATRON OF IRELAND.

CIRCLE THE CORRECT ANSWER.

- \*A. THIS PARAGRAPH HELPS.
- \*B. THIS PARAGRAPH DOES NOT HELP.

DIRECTIONS - THE CLASS MUST PUT ON A PROGRAM FOR HALLOWEEN. BELOW ARE SOME PARAGRAPHS. WHICH OF THEM WILL HELP THE CLASS

OCTOBER IS A VERY NICE MONTH. THE WEATHER IS NICE AND CRISP, WITH PLEASANT WARM DAYS AND COOL NIGHTS. WHEN OCTOBER COMES, WE KNOW THAT HALLOWEEN AND THANKSGIVING WILL SOON BE HERE.

3075

CIRCLE THE CORRECT ANSWER.

- \*A. THIS PARAGRAPH HELPS.
- \*B. THIS PARAGRAPH DOES NOT HELP.

HALLOWEEN IS A NONRELIGIOUS HOLIDAY, CELEBRATED WITH PARTIES, GAMES AND ENTERTAINMENTS. A POPULAR GAME IS BORRING FOR APPLES. HALLOWEEN STORIES ABOUT GOBLINS, WITCHES AND ELVES ARE UNIVERSAL. MISCHIEVOUS TRICKS ARE PLAYED AS CHILDREN GO FROM DOOR TO DOOR. \*TRICK OR TREATING\*.

3076

CIRCLE THE CORRECT ANSWER.

- \*A. THIS PARAGRAPH HELPS.
- \*B. THIS PARRGRAPH DOES NOT HELP.

WITCHES ARE QUITE SPOOKY. WE OFTEN READ OF THEM IN FAIRY TALES. SOMETIMES THEY CHANGE INTO SOME OTHER CREATURE. THERE WAS A PARTICULARLY MEAN WITCH IN \*HANSEL AND GRETTEL\*.

3077

CIRCLE THE CORRECT ANSWER.

- \*A. THIS PARAGRAPH HELPS.
- \*B. THIS PARAGRAPH DOES NOT HELP.

CHILDREN DRESS UP FOR HALLOWEEN. THEY USE GOBLIN, CAT, DEVIL, WITCH, AND ELF COSTUMES. THEY CARVE OUT PUMPKINS AND PUT LIGHTS INSIDE. IN SOME AREAS, CHILDREN DECORATE WINDOWS INSTEAD OF SOAP-ING THEM.

3078

CIRCLE THE CORRECT ANSWER.

- \*A. THIS PARAGRAPH HELPS.
- \*B. THIS PARAGRAPH DOES NOT HELP.

\*\*\*\*\*

THE CHILD WILL DEMONSTRATE HIS ABILITY TO DRAW INFERENCE BY EVALUATING THE CERTAINTY OF SELECTED STATEMENTS BASED ON EVIDENCE IN THE PASSAGE. #45

0304

DIRECTIONS - READ THE PAPAGRAPH.

JACK HAD A BOX OF BIRD FOOD THAT HE WANTED TO TAKE TO TIM'S HOUSE TO GIVE TO TIM'S NEW PET BIRD. ON THE WAY OVER, THE BIRD FOOD BEGAN TO COME OUT OF ITS BOX.

READ EACH STATEMENT. BASED ON THE PARAGRAPH CIRCLE A IF IT IS PROBABLY TRUE, B IF IT IS PROBABLY FALSE, C IF YOU CAN'T SAY.

JACK HAS A PET BIRD.

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- \*C. CAN'T SAY

3079

JACK'S PET BIRD DIED AND HE HAD BIRD FOOD LEFT OVER.

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- \*C. CAN'T SAY

3080

JACK BOUGHT THE BIRD FOOD AT THE STORE JUST FOR TIM'S NEW BIRD.

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- \*C. CAN'T SAY

3081

JACK WAS A THOUGHTFUL FRIEND.

- \*A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

3082

ALL OF THE BIRD FOOD WAS LOST BY THE TIME JACK GOT TO TIM'S HOUSE.

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- \*C. CAN'T SAY

3083

JACK DIDN'T CARE IF HE LOST ALL OF THE BIRD FOOD.

- A. PROBABLY TRUE
- \*B. PROBABLY FALSE
- C. CAN'T SAY

3084

DIRECTIONS - READ THE PARAGRAPH.

WHEN JIM GOT HOME FROM SCHOOL THERE WAS A LOT OF NEW SNOW ON THE SIDEWALK. HE WANTED TO GET IT ALL SHOVELED OFF BEFORE HIS FATHER CAME HOME. BUT WHEN JIM LOOKED FOR THE SHOVEL, HE COULDN'T FIND IT.

READ EACH STATEMENT. BASED ON THE PARAGRAPH CIRCLE A IF IT IS PROBABLY TRUE, B IF IT IS PROBABLY FALSE, C IF YOU CAN'T SAY.

IT WAS WINTERTIME.

- \*A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

3085

JIM'S FATHER WILL PAY HIM 25 CENTS IF HE SHOVELS THE SIDEWALK.

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- \*C. CAN'T SAY

3086

JIM WILL SIT DOWN AND CRY BECAUSE HE CAN'T FIND A SHOVEL.

- A. PROBABLY TRUE
- \*B. PROBABLY FALSE
- C. CAN'T SAY

3087

JIM WILL LOOK FOR ANOTHER SHOVEL.

- \*A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

3088

DIRECTIONS - READ THE PARAGRAPH BELOW.

BILL SAT QUIETLY UNDER AN OAK TREE. HE HOPED TO GET SOME INTERESTING ANIMAL PICTURES ON HIS CAMPING TRIP. FINALLY HE HEARD SOMETHING MOVING THROUGH THE WOODS NEARBY. BILL WONDERED WHAT IT COULD BE. THEN HE SAW FOUR BABY RACCOONS CLOSELY FOLLOWING BEHIND THEIR MOTHER. BILL KEPT JUST AS STILL AS A MOUSE.

READ THE SENTENCES. BASED ON WHAT YOU JUST READ DECIDE WHETHER THE SENTENCE IS. A. PROBABLY TRUE, B. PROBABLY FALSE, C. CAN'T SAY. CIRCLE THE CORRECT LETTER TO SHOW YOUR ANSWER.

BILL IS ON A CAMPING TRIP.

- \*A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

3089

BILL IS SITTING QUIETLY BECAUSE HE IS TIRED.

- A. PROBABLY TRUE
- \*B. PROBABLY FALSE
- C. CAN'T SAY

3090

IT IS A VERY HOT SUMMER DAY.

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- \*C. CAN'T SAY

3091

BILL HAS HIS CAMERA WITH HIM.

- \*A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

3092

BILL IS SITTING IN THE WOODS.

- \*A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

3093

BILL TOOK A PICTURE OF THE RACCOON FAMILY.

- \*A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

3094

THE RACCOON FAMILY WAS LOOKING FOR FOOD.

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- \*C. CAN'T SAY

3095

DIRECTIONS - READ THE FOLLOWING PARAGRAPH.

TOM AND BILL FLAG WERE STANDING ON THE CORNER WAITING FOR A BUS. THEY HAD ON OLD CLOTHES AND WERE CARRYING LUNCH PAILS. JUST BEFORE THE BUS GOT THERE, TOM SAW THAT THEY HAD NOT TAKEN THEIR HAIT PAILS. HE OFFERED TO TROT BACK AFTER THEM AND COME TO THE CAMP ON THE NEXT BUS.

READ THE SENTENCES. BASED ON WHAT YOU JUST READ DECIDE WHETHER THE SENTENCE IS A. PROBABLY TRUE, B. PROBABLY FALSE, C. CAN'T SAY. CIRCLE THE CORRECT LETTER TO SHOW YOUR ANSWER.

THE BOYS WERE GOING TO SCHOOL.  
PROBABLY TRUE

3096

- \*B. PROBABLY FALSE
- C. CAN'T SAY

THEY WERE WAITING FOR A BUS.

- \*A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

3097

ANOTHER BUS WOULD COME BY LATER.

- \*A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

3098

IT IS JULY.

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- \*C. CAN'T SAY

3099

TOM AND BILL WERE THE ONLY ONES WAITING FOR THE BUS.

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- \*C. CAN'T SAY

3100

THE BUS WOULD TAKE THEM DOWNTOWN.

- A. PROBABLY TRUE
- \*B. PROBABLY FALSE
- C. CAN'T SAY

3101

THE BOYS LIVED IN THE CITY.

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- \*C. CAN'T SAY

3102

THE BOYS WILL EAT THEIR LUNCH AT THE CAMP.

- \*A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

3103

TOM RAN BACK TO GET THE BAIT PAILS.

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- \*C. CAN'T SAY

3104

THE BOYS CAUGHT MANY FISH AND HAD FUN.

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- \*C. CAN'T SAY

3105

DIRECTIONS - READ THE PARAGRAPH BELOW.

ONE SUNNY SPRING AFTERNOON JERRY STARTED BACK THROUGH THE WOODS FROM THE LAKE. HE CARRIED A LARGE PAIL FILLED WITH FISH. SUDDENLY JERRY SAW A STRANGE ANIMAL RUN UP A TREE TRUNK. IT SAT ON A LOW BRANCH AND LOOKED DOWN AT HIM WITH ITS FUNNY LITTLE EYES. IT DIDN'T MAKE A MOVE.

READ THE SENTENCES. DECIDE WHETHER ACCORDING TO THE PARAGRAPH THEY ARE A. PROBABLY TRUE, B. PROBABLY FALSE, OR C. CAN'T SAY. CIRCLE YOUR ANSWER.

IT IS SATURDAY OR SUNDAY.

- \*A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

3106

JERRY HAD BEEN FISHING.

- \*A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

3107

JERRY WAS ALONE.

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- \*C. CAN'T SAY

3108

JERRY HAD BEEN SWIMMING, TOO.

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- \*C. CAN'T SAY

3109

JERRY HAD TO STOP FISHING BECAUSE IT BEGAN TO RAIN.

- A. PROBABLY TRUE
- \*B. PROBABLY FALSE
- C. CAN'T SAY

3110

THE STRANGE ANIMAL HE SAW WAS AN OWL.

- A. PROBABLY TRUE
- \*B. PROBABLY FALSE
- C. CAN'T SAY

3111

JERRY SAT AND WATCHED THE ANIMAL UNTIL IT RAN AWAY.

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- \*C. CAN'T SAY

3112

DIRECTIONS - READ THE SELECTION.

IN THOSE DAYS PEOPLE DID NOT KNOW HOW TO KEEP FOOD FRESH, SO THE FOOD THE PILGRIMS TOOK WAS DRIED OR SALTED. THEY DID NOT HAVE AN OVEN IN THEIR PART OF THE SHIP. THE WOMEN HAD TO BUILD THEIR COOKING FIRES IN PANS FILLED WITH SAND. THESE FIRES COULD BE LIT ONLY WHEN THE OCEAN WAS QUIET. MUCH OF THE TIME THE OCEAN WAS NOT QUIET, AND THE PEOPLE HAD NOTHING TO EAT BUT COLD, SALTED MEAT AND DRY CRACKERS.

READ EACH OF THE FOLLOWING STATEMENTS CAREFULLY. THEN DECIDE WHETHER IT IS PROBABLY TRUE, PROBABLY FALSE, OR THAT IT IS IMPOSSIBLE TO SAY WHETHER IT IS TRUE OR FALSE FROM THE INFORMATION PROVIDED IN THE PARAGRAPH.

THE PILGRIMS ENJOYED THE DRIED OR SALTED FOOD.

- A. PROBABLY TRUE
- \*B. PROBABLY FALSE
- C. CAN'T SAY

3113

THE SAND FOR THE PANS WAS KEPT IN A BARREL.

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- \*C. CAN'T SAY

3114

THERE WAS AN OVEN IN THE CAPTAIN'S PART OF THE SHIP.

3115

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- \*C. CAN'T SAY

THE PILGRIMS WERE GRATEFUL FOR THE COLD MEAT AND DRY CRACKERS.

3116

- \*A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

DIRECTIONS - READ THE SELECTION.

THE SHIP WAS SMALL, AND IT HAD NOT BEEN BUILT TO CARRY PEOPLE. MOST OF THE PILGRIMS WERE CROWDED TOGETHER IN A SPACE RIGHT BELOW THE UPPER DECK. THIS PLACE WAS LESS THAN NINETY FEET LONG AND NOT AS WIDE AS SOME OF OUR SCHOOLROOMS ARE. THROUGHOUT THE TRIP, ALMOST A HUNDRED PEOPLE ATE, SLEPT, AND SPENT THEIR DAYS IN THIS SMALL PLACE.

READ EACH OF THE FOLLOWING STATEMENTS CAREFULLY. THEN DECIDE WHETHER IT IS PROBABLY TRUE, PROBABLY FALSE, OR IF IT IS IMPOSSIBLE TO SAY WHETHER IT IS TRUE OR FALSE FROM THE INFORMATION PROVIDED IN THE PARAGRAPH.

THE PILGRIMS ENJOYED THE BOAT TRIP.

3117

- A. PROBABLY TRUE
- \*B. PROBABLY FALSE
- C. CAN'T SAY

THE PILGRIMS LIVED IN THE MIDDLE DECK.

3119

- \*A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

THE PILGRIMS KNITTED AND READ ON THE VOYAGE.

3120

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- \*C. CAN'T SAY

DIRECTIONS - READ THE PASSAGE.

THE PILGRIMS TRIED TO STAY CLEAN, BUT THEY HAD TO WASH IN BUCKETS OF COLD SALT WATER. THEY COULD NOT WASH THEIR CLOTHES, AND MANY OF THEM WORE THE SAME CLOTHES DAY AFTER DAY FOR NINE WEEKS. THEY ALL WERE GLAD WHEN THEY FINALLY HAD A CHANCE TO WASH CLOTHES.

READ EACH OF THE FOLLOWING STATEMENTS CAREFULLY. THEN DECIDE WHETHER IT IS PROBABLY TRUE, PROBABLY FALSE, OR THAT IT IS IMPOSSIBLE TO SAY WHETHER IT IS TRUE OR FALSE FROM THE INFORMATION PROVIDED IN THE PARAGRAPH.

THE PILGRIM BOYS WERE GLAD THAT THEY DIDN'T HAVE TO BATHE.

3121

- A. PROBABLY TRUE
- B. PROBABLY FALSE
- \*C. CAN'T SAY

THE PILGRIMS' CLOTHES LOOKED WRINKLED.

3122

- \*A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY



THE PILGRIMS WASHED THEIR CLOTHES ON BOARD THE SHIP.

3123

- A. PROBABLY TRUE
- \*B. PROBABLY FALSE
- C. CAN'T SAY

THE PILGRIMS LOOKED FORWARD TO REACHING LAND.

3124

- \*A. PROBABLY TRUE
- B. PROBABLY FALSE
- C. CAN'T SAY

\*\*\*\*\*  
THE STUDENT WILL BE ABLE TO IDENTIFY AND DISTINGUISH BETWEEN A  
BIASED AND AN UNBIASED SOURCE OF INFORMATION BY IDENTIFYING  
SEVERAL EXAMPLES. #15

0305

DIRECTIONS - FOR EACH OF THE FOLLOWING ITEMS, DECIDE WHETHER OR  
NOT THE SOURCE OF INFORMATION IS BIASED. CIRCLE B FOR BIASED, AND  
U FOR UNBIASED.

B U\* RECORDING OF A LIVE PERFORMANCE OF THE BEATLES.

3125

B\* U A STORY ABOUT THE BEATLES WRITTEN BY A FAN.

3126

B U\* A TAPE RECORDING OF AN ARGUMENT BETWEEN TOMMY AND JOHN.

3127

B\* U TOMMY'S SIDE OF THE STORY ABOUT AN ARGUMENT HE HAD WITH  
JOHN.

3128

B\* U A SPEECH ABOUT WATER POLLUTION GIVEN BY A FOREST RANGER.

3129

B U\* DINOSAUR BONES DISCOVERED WHEN A TUNNEL WAS BEING DUG.

3130

B\* U A STORY WRITTEN BY YOU ABOUT YOUR FATHER.

3131

B U\* A PHOTOGRAPH OF YOUR FATHER.

3132

B\* U A PICTURE DRAWN BY YOU OF YOUR FATHER.

3133

B U\* PHOTO OF A HOUSE ON FIRE.

3134

B\* U A STORY MARK WROTE ABOUT A HOUSE HE SAW ON FIRE.

3135

B\* U A LETTER WRITTEN BY A BOY IN VIET NAM.

3136

B U\* A SAMPLE OF WATER TAKEN FROM A POLLUTED STREAM.

3137

B U\* A BUTTERFLY COLLECTION.

3139

B\* U A PICTURE AMY DREW OF HER HOUSE.

3139

\*\*\*\*\*  
THE CHILD WILL EXHIBIT HIS ABILITY TO RECOGNIZE EMOTIONAL WORDS  
BY CORRECTLY IDENTIFYING THEM IN GIVEN SENTENCES. #4

0306

DIRECTIONS - READ EACH SENTENCE CAREFULLY. IF YOU READ A WORD  
THAT TELLS ABOUT FEELINGS, CIRCLE THE LETTER ABOVE IT.

LENTIL HAD A HAPPY LIFE EXCEPT FOR ONE THING--HE WANTED TO SING.

A B \*C  
IT WAS MOST EMBARRASSING.

WHEN HE OPENED HIS MOUTH TO TRY, ONLY STRANGE SOUNDS CAME OUT.

A                      \*B                      C  
 LENTAL WAS PROUD OF HIS NEW HARMONICA AND HE DECIDED TO BECOME AN  
 EXPERT.

\*\*\*\*\*

GIVEN ONLY EXTERNAL FACTS ABOUT A CHARACTER AND HIS SITUATION, THE STUDENT WILL ANALYZE THE CHARACTER BY SELECTING A STATEMENT WHICH DESCRIBES HOW THE CHARACTER MIGHT FEEL. 53a

## DIRECTIONS

IN THE FOLLOWING SETS, CHOOSE THE STATEMENT WHICH TELLS HOW THE CHARACTER MIGHT FEEL.

BARBARA STARED AS THE TURNING LIGHTS ON THE HUGE FERRIS WHEEL SHONE LIKE FIRE AGAINST THE BLACKNESS OF THE SUMMER NIGHT. THE WARM WIND CARRIED THE SMELL OF POPCORN TO HER, AND THE POPCORN'S SALTY TASTE WAS ALREADY IN HER MOUTH. WISPS OF COTTON CANDY CLUNG TO HER FINGERS LIKE STICKY SPIDERWEBS. FROM ALL AROUND HER CAME THE SOUNDS OF CHILDREN SHOUTING AND LAUGHING.

- A. BARBARA COULDN'T WAIT TO GO HOME.  
\*B. TO BARBARA, THE FAIR WAS AN ENCHANTED WORLD.  
C. BARBARA WAS SO TIRED SHE FELT LIKE CRYING.  
D. TO BARBARA, THE FAIR WAS BORING.

THE SLIMY, GREEN FROG CRAWLED DOWN PETES ARM, AND SLID INTO HIS HAND WHERE IT LOOKED UP AT HIM WITH BULGING EYES. ITS COLD, WET BACK WAS BUMPY. SUDDENLY, THE FROG LEAPED FROM PETES HAND ONTO HIS HEAD, DIGGING ITS LONG-WEBBED FEET INTO HIS HAIR.

- A. PETE WISHED HIS DAD WOULD TAKE HIM FISHING.
- B. PETE FELT HUNGRY FOR A PICKLE.
- \*C. PETE FELT CREEPY AS A CHILL RAN UP HIS SPINE.
- D. PETE WAS DELIGHTED WITH HIS NEW PET.

AT THE POINT WHERE THE TIMBER THINNED AND THE ROCKS AT THE HILLTOP BEGAN, THE COUGAR PAUSED. FOR HOURS, THE HUNTER HAD PURSUED HIM HIGHER AND HIGHER INTO THE HILLS. THEN HE SAW THE ROCKS. HE SPRANG TO THE ROCKS, BUT LANDED ON LOOSE GRAVEL. HIS

BACK FEET STARTED SLIDING OUT FROM UNDER HIM. THE HUNTERS HEAVY RUNNING COULD BE HEARD COMING CLOSER AND CLOSER.

- \*A. THE COUGAR WAS FRANTIC FROM FEAR AND EXHAUSTION.
- B. THE COUGAR ANXIOUSLY LOOKED FORWARD TO MEETING THE HUNTER.
- C. CALMLY THE COUGAR LOOKED AROUND FOR A SHADY SPOT TO REST.
- D. HE WAS NOT INTERESTED IN ANYTHING BUT HIS NEXT MEAL.

2102024  
2102024  
2102024  
2102024  
2102024  
2102024  
2102024  
2102024

\*\*\*\*\*

THE STUDENT WILL EVALUATE THE EFFECT OF CONNOTATIVE WORDS IN STATEMENTS BY INDICATING HOW WORDS USED FOR THEIR CONNOTATIVE VALUE CAN AFFECT OUR FEELINGS. #18

0210

# DIRECTIONS

222

THE FOLLOWING SENTENCES CONTAIN CONNOTATIVE WORDS. DEPENDING ON THE FEELING YOU HAVE AFTER READING A SENTENCE IS FAVORABLE OR UNFAVORABLE CHOOSE \*A\* OR \*B\*.

- A. FAVORABLE
- B. UNFAVORABLE

WE GAVE MOTHER SOME LEMON-SCENTED COLOGNE. \*A

2102043

MY CAR IS A LEMON. \*B

2102044

OUR DARLING DOG IS BLACK AND WHITE. \*A

2102045

DONT BE SO STINGY. / \*B

2102046

WHOS MUTT IS THAT. \*B

2102047

I LIKE TO TRY TO BE THRIFTY. \*A

2102048

MY SISTER LOVES OLD FASHIONED JEWELRY. \*A

2102049

MY TEACHER IS AN OLD BATTLEAXE. \*B

2102050

MARY IS A GOOD LEADER. \*A

2102051

MARY IS BOSSY. \*B

2102052

THE MOTHER OF THE BRIDE WEPT QUIETLY DURING THE WEDDING. \*A

2102053

THE MOTHER OF THE BRIDE BLURBERED THROUGH THE CEREMONY. \*B

2102054

# DIRECTIONS

223

THE FOLLOWING STATEMENTS ARE INCOMPLETE. CHOOSE THE MOST FAVORABLE\* WORD THAT BEST COMPLETES EACH SENTENCE.

MARY IS A GIRL.

2102055

\*A. QUIET

2102055

B. DULL

2102055

C. MOUSY

2102055

D. STUPID

2102055

HIS PERFUME HAS A SWEET

2102056

A. SMELL

2102056

B. ODOR

2102056

\*C. FRAGRANCE

2102056

D. AROMA

2102057

THAT LITTLE BOY IS A CHILD.

2102057

A. LOUD-MOUTHED

2102057

\*B. FRIENDLY

2102057

C. BRATTY

2102057

D. DISTURBING

2102057

HE IS RATHER

2102058

A. SKINNY

2102058

B. GAWKY

2102058

C. SCRAWNY

2102058

\*D. LEAN

2102058

DIRECTIONS.

224

IN EACH OF THE FOLLOWING SETS OF SENTENCES, CHOOSE THE SENTENCE WHICH GIVES YOU THE \*LEAST\* FAVORABLE FEELING.

\*A. SHE BOUGHT A NEW FROCK.

2102059

B. SHE BOUGHT A NEW DRESS.

2102059

C. SHE BOUGHT A NEW OUTFIT.

2102059

\*A. SUZY IS A CRYBABY.

2102060

B. SUZY IS SENSITIVE.

2102060

C. SUZY IS EMOTIONAL.

2102060

\*\*\*\*\*

GIVEN AN AD, THE STUDENT CAN EVALUATE THE USE OF CONNOTATION BY SELECTING THE ADVERTISEMENT WHICH RELIES ON CONNOTATIVE WORDS TO MAKE THE PRODUCT \*APPEALING\*. #30.

0217

DIRECTIONS - CHOOSE THE LETTER NEXT TO THE STATEMENT THAT MAKES THE PRODUCT MOST APPEALING.

0226

A. FASHIONS FOR FATTIES ONLY.

2102068

\*B. FASHIONS FOR THE MATURE FIGURE.

2102068

C. FASHIONS FOR THE HEAVY SET.

2102068

A. ALKY-SELTZER RELIEVES THAT HANGOVER HEADACHE.

2102069

\*B. ALKY-SELTZER RELIEVES LIVES LITTLE ACHES AND PAINS.

2102069

C. ALKY-SELTZER IS GOOD FOR PEOPLE WHO DRINK TOO MUCH.

2102069

A. TAKE A CHANCE BY FLYING ON TVA.

2102070

B. FLY TVA FOR THE SCARE OF A LIFETIME.

2102070

\*C. DISCOVER THE THRILL OF FLYING ON TVA.

2102070

\*\*\*\*\*

THE STUDENT CAN ANALYZE THE RELATIONSHIP OF A GIVEN PAIR OF WORDS AND SELECT THE WORD WHICH WILL COMPLETE THE ANALOGY.

0063

THINK ABOUT HOW THE FIRST 2 THINGS ARE RELATED. THEN PICK AN ANSWER THAT WILL MAKE THE LAST 2 THINGS RELATED IN THE SAME WAY.

-0053

\*DOG\* IS TO \*BARK\* AS \*HORSE\* IS TO

2100658

A. COLT

2100658

\*B. WHINNEY

2100658

C. STABLE

2100658

D. GALLOP	2100658
*AIRPLANE* IS TO *CAPTAIN* AS *AUTOMOBILE* IS TO	
*A. DRIVER	2100659
B. PASSENGER	2100659
C. HIGHWAY	2100659
D. BUS	2100659
*PAPER* IS TO *TREE* AS *ROOTS* ARE TO	
A. SHOES	2100660
B. SNOW	2100660
C. SHOESTORE	2100660
*D. RUBBER	2100660
	2100660
*WINTER* IS TO *WHITE* AS *SPRING* IS TO	
A. RED	2100661
*B. GREEN	2100661
C. LILACS	2100661
D. WARM	2100661
	2100661
*DOG* IS TO *PUPPY* AS *ADULT* IS TO	
A. TEENAGER	2100662
B. DAUGHTER	2100662
*C. BABY	2100662
D. GRANDCHILD	2100662
	2100662
*LEATHER* IS TO *WALLET* AS *GLASS* IS TO	
A. DRINK	2100663
*B. WINDOW	2100663
C. PLASTIC	2100663
D. WASH	2100663
	2100663
*FOOT* IS TO *YARD* AS *PINT* IS TO	
A. CUP	2100664
*B. QUART	2100664
C. MEASURE	2100664
D. INCH	2100664
	2100664
*FLOWER* IS TO *GARDEN* AS *TREE* IS TO	
*A. FOREST	2100665
B. HILL	2100665
C. OAK	2100665
D. CLIMB	2100665
	2100665
*GALLON* IS TO *MILK* AS *POUND* IS TO	
A. HAMMER	2100666
B. BREAD	2100666
*C. BUTTER	2100666
D. LETTUCE	2100666
	2100666
AIRPLANE* IS TO *SKY* AS *SHIP* IS TO	
A. WAVES	2100667
*B. WATER	2100667
C. BOAT	2100667
D. SAIL	2100667
	2100667
*CARPENTER* IS TO AS *PLUMBER* IS TO *SINK*	
A. NAILS	2100668
B. REPAIR	2100668
HOUSE	2100668
TOOLS	2100668
	2100668

*BIRD* IS TO A. CHIRP B. ROBIN *C. FLY D. AIR	AS *HORSE* IS TO *GALLOP*	2100669 2100669 2100669 2100669 2100669
*YACHT* IS TO A. BOAT B. SHIP C. SAIL *D. RAFT	AS *MANSION* IS TO *SHACK*	2100670 2100670 2100670 2100670 2100670
*MAPLE* IS TO A. SAP B. WOOD *C. SYRUP D. TREE	AS *VANILLA* IS TO *ICE CREAM*	2100671 2100671 2100671 2100671 2100671
*CLOTH* IS TO A. CLOTHING B. WEAR C. SEW *D. SILK	AS *COLOR* IS TO *GREEN*	2100672 2100672 2100672 2100672 2100672
*BRAIN* IS TO *THINK* AS *STOMACH* IS TO *A. DIGEST B. FOOD C. EAT D. CHEW		2100673 2100673 2100673 2100673 2100673
*RIPEN* IS TO *FRUIT* AS A. BATTER *B. BAKE C. EAT D. FROASTING	IS TO *CAKE*	2100674 2100674 2100674 2100674 2100674
*DOOR* IS TO *A. HOUSE B. LATCH C. CLOSE D. WINDOW	AS *GATE* IS TO *FENCE*	2100675 2100675 2100675 2100675 2100675
*CORN* IS TO *EAR* AS *LETTUCE* IS TO A. LEAF B. VEGETABLE *C. HEAD D. SALAD		2100676 2100676 2100676 2100676 2100676
*FISH* IS TO *SCALE* AS *PORCUPINE* IS TO A. SKIN *B. QUILL C. FUR D. SHARP		2100677 2100677 2100677 2100677 2100677
*RANCH* IS TO A. RANCHER B. CORRAL C. COWBOY *D. STEER	AS *FARM* IS TO *PIG*	2100678 2100678 2100678 2100678 2100678



*GASOLINE* IS TO *CAR* AS *FOOD* IS TO	
*A. PERSON	2100679
*B. EAT	2100679
*C. RESTAURANT	2100679
*D. DINNER	2100679
*MICROSCOPE* IS TO *EYE* AS *MICROPHONE* IS TO	
*A. MOUTH	2100680
*B. LISTEN	2100680
*C. BEAR	2100680
*D. SPEAK	2100680
*GRAIN* IS TO *SAND* AS	
	IS TO *WATER*
*A. POND	2100681
*B. DROP	2100681
*C. WET	2100681
*D. RAIN	2100681
*CURE* IS TO *DOCTOR* AS	
	IS TO *POLICEMAN*
*A. PROTECT	2100682
*B. BADGE	2100682
*C. SIREN	2100682
*D. CRIMINAL	2100682
*COLD* IS TO *SHIVER* AS *UNHAPPY* IS TO	
*A. LAUGH	2100683
*B. HOT	2100683
*C. SAD	2100683
*D. WEEP	2100683
*CLOCK* IS TO *TIME* AS *THERMOMETER* IS TO	
*A. DEGREES	2100684
*B. TEMPERATURE	2100684
*C. SICKNESS	2100684
*D. MEASURE	2100684
*PRESIDENT* IS TO *COUNTRY* AS	
	IS TO *SCHOOL*
*A. TEACHER	2100685
*B. STUDENT	2100685
*C. BUILDING	2100685
*D. PRINCIPAL	2100685
*SHOE* IS TO *FOOT* AS	
	IS TO *HAND*
*A. RING	2100686
*B. FINGER	2100686
*C. GLOVE	2100686
*D. WASH	2100686
*ARROW* IS TO *BOW* AS	
	IS TO *GUN*
*A. BULLET	2100687
*B. RIFLE	2100687
*C. SHOOT	2100687
*D. TRIGGER	2100687

ETIQUETTE

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF THE ETIQUETTE OF INTRODUCTIONS BY CHOOSING THE CORRECT INTRODUCTION ACCORDING TO SOCIALLY ACCEPTED PROCEDURE. %40

0012

IF YOU ARE INTRODUCING YOUR BROTHER JAY AND YOUR FRIEND TO EACH OTHER, THE \*BEST\* THING TO SAY IS

- A. JAY, THIS IS SUE.
- B. JAY, MEET SUE. SUE, MEET JAY, MY BROTHER.
- C. SUE, THIS IS JAY.
- \*D. SUE, THIS IS JAY, MY BROTHER.

2100123  
2100123  
2100123  
2100123  
2100123  
2100123

IF YOU ARE INTRODUCING A NEW GIRL AND YOUR CLASS TO EACH OTHER, THE BEST THING TO SAY IS

- A. CLASS, SAY HI TO BETTY.
- B. BETTY MARTIN, THIS IS OUR CLASS.
- \*C. CLASS, I WOULD LIKE YOU TO MEET A NEW STUDENT, BETTY MARTIN.
- D. BETTY, THESE ARE THE BOYS AND GIRLS IN OUR FIFTH GRADE CLASS.

2100124  
2100124  
2100124  
2100124  
2100124  
2100124  
2100124

WHEN YOU INTRODUCE YOUR COUSIN AND YOUR TEACHER TO EACH OTHER, THE \*BEST\* THING TO SAY IS

- A. ROBERT, ID LIKE YOU TO MEET MRS HARRIS.
- \*B. MRS HARRIS, THIS IS MY COUSIN, ROBERT.
- C. ROBERT, MEET MRS HARRIS, MY TEACHER.
- D. TEACHER, ID LIKE YOU TO MEET MY COUSIN, ROBERT.

2100125  
2100125  
2100125  
2100125  
2100125  
2100125

IF YOU ARE INTRODUCING YOUR FATHER AND YOUR TEACHER TO EACH OTHER, THE \*BEST\* THING TO SAY IS

- A. DAD, ID LIKE YOU TO MEET MY TEACHER, MRS. HARRIS.
- B. MRS. HARRIS, THIS IS MR CRANE.
- \*C. MRS. HARRIS, THIS IS MY FATHER.
- D. FATHER, ID LIKE YOU TO MEET MRS. HARRIS.

2100126  
2100126  
2100126  
2100126  
2100126  
2100126

\*\*\*\*\*

GIVEN SAMPLE SITUATIONS, THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF SOCIAL INTRODUCTIONS BY SELECTING THE PROPER INTRODUCTION. ORAL EXPLANATION SHALL FOLLOW TESTING. %50

0273

DIRECTIONS - CHOOSE THE CORRECT INTRODUCTION.

0286

%YOU WANT TO INTRODUCE YOUR TEACHER %MISS LONG% AND YOUR 3RD GRADE FRIEND %SALLY BROWN% TO EACH OTHER.

2102802  
2102802  
2102802  
2102802  
2102802  
2102802  
2102802  
2102802

- \*A. MISS LONG, ID LIKE YOU TO MEET MY FRIEND, SALLY BROWN. SALLY, THIS IS MISS LONG, MY TEACHER.
- B. SALLY, ID LIKE YOU TO MEET MY TEACHER -- MISS LONG. MISS LONG, THIS IS MY FRIEND, SALLY BROWN.
- C. YOUR NAMES ARE MISS LONG AND SALLY BROWN. YOU BOTH KNOW ME, NOW YOU KNOW EACH OTHER. AND WE ALL KNOW THE OTHER TWO.

%INTRODUCING YOUR MOTHER %MRS. HENRICHS% TO YOUR FRIENDS GRANDMOTHER %MRS. JONES% YOU WOULD SAY WHICH OF THE FOLLOWING%

2102803  
2102803  
2102803  
2102803  
2102803  
2102803  
2102803  
2102803

- A. MOTHER, THIS IS JANIES GRANDMOTHER. MRS. JONES, THIS IS MY MOM, MRS. HENRICHS.
- \*B. MRS. JONES, ID LIKE YOU TO MEET MY MOTHER, MRS. HENRICHS. MOTHER, THIS IS JANIES GRANDMOTHER, MRS. JONES.
- C. MRS. JONESO -- MRS. HENRICHS. MRS. HENRICHSO -- MRS. JONES.

%YOU WISH TO INTRODUCE YOUR BROTHER TO THE NEW NEIGHBOR GIRL WHO

2102804

IS HIS SAME AGE.

A. JIM, THIS IS OUR NEW NEIGHBOR - JEAN JACKS. JEAN, I'D LIKE YOU TO MEET MY BROTHER, JIM STONE.

B. JIM AND JEAN -- YOU ARE NEIGHBORS NOW. JIM'S LAST NAME IS STONE. JEAN'S LAST NAME IS JACKS. SAY HELLO TO EACH OTHER.

\*C. JEAN, I'D LIKE YOU TO MEET MY BROTHER JIM STONE. JIM, THIS IS OUR NEW NEIGHBOR, JEAN JACKS.

2102804  
2102804  
2102804  
2102804  
2102804  
2102804  
2102804  
2102804

WHEN INTRODUCING 2 BOYS TO EACH OTHER AND THEY ARE ABOUT THE SAME AGE, WHICH WOULD YOU DO?

A. SAY THE BLOND HAired BOYS NAME FIRST.

B. SAY THE TALLER BOYS NAME FIRST.

\*C. IT DOESN'T MATTER WHICH ONES NAME YOU SAY FIRST.

2102805  
2102805  
2102805  
2102805  
2102805

WHEN INTRODUCING TWO 5TH GRADE GIRLS TO EACH OTHER, WHICH ONES NAME WOULD BE MENTIONED FIRST?

\*A. IT DOESN'T MATTER.

B. THE TALLER ONES NAME FIRST.

C. THE GIRL WITH THE LONGER HAIR SHOULD BE MENTIONED FIRST.

2102806  
2102806  
2102806  
2102806  
2102806

\*\*\*\*\*

THE STUDENT CAN DEMONSTRATE A KNOWLEDGE OF TELEPHONE ETIQUETTE BY SELECTING THE APPROPRIATE RESPONSE. #4

0030

WHICH SHOULD YOU \*NOT\* DO WHEN YOU ANSWER THE TELEPHONE?

A. OFFER TO TAKE A MESSAGE FOR THE PERSON WHO IS BEING CALLED.

B. TAKE YOUR GUM OR CANDY OUT BEFORE YOU ANSWER THE PHONE.

C. GIVE YOUR NAME TO THE PERSON WHO IS CALLING.

\*D. IF THE CALLER HAS THE WRONG NUMBER, ASK HIM TO DIAL MORE CAREFULLY NEXT TIME.

2100267  
2100267  
2100267  
2100267  
2100267  
2100267

WHICH SHOULD YOU \*NOT\* DO WHEN YOU MAKE A TELEPHONE CALL?

A. GIVE YOUR NAME TO THE PERSON WHO ANSWERS.

B. HAVE A GOOD REASON FOR CALLING.

\*C. LET THE PHONE RING 3 OR 4 TIMES.

D. TELL WHAT YOU CALLED FOR RIGHT AWAY.

2100268  
2100268  
2100268  
2100268  
2100268

THE BEST TIME TO CALL A FRIEND IS

A. AT MEALTIME, SO YOU ARE SURE TO FIND HIM HOME.

\*B. AFTER SCHOOL.

C. AT BEDTIME.

D. BEFORE BREAKFAST.

2100269  
2100269  
2100269  
2100269  
2100269

IF YOU HAVE DIALED A WRONG NUMBER YOU SHOULD

A. HANG UP WITHOUT SAYING ANYTHING.

\*B. SAY YOU ARE SORRY AND HANG UP.

C. INTRODUCE YOURSELF TO THE PERSON WHO ANSWERS.

D. ASK THE PERSON IF HE IS SURE THIS IS THE WRONG NUMBER.

2100270  
2100270  
2100270  
2100270  
2100270

\*\*\*\*\*

#### GRAMMAR & USAGE

THE STUDENT CAN RECALL THE MEANING OF THE TERM ADJECTIVE BY SELECTING THE CORRECT DEFINITION. #3

0014

THE DEFINITION OF AN ADJECTIVE IS A WORD THAT DESCRIBES OR MODIFIES A/AN

- \*A. NOUN
- B. VERB
- C. ARTICLE
- D. ADVERB

2100127  
2100127  
2100127  
2100127  
2100127  
2100127

AN ADJECTIVE MAY TELL

- A. WHERE
- B. WHY
- \*C. HOW MANY
- D. WHO

2100128  
2100128  
2100128  
2100128  
2100128

AN ADJECTIVE IS SOMETIMES A/AN

- A. ADVERB
- B. SUBJECT
- C. NOUN
- \*D. ARTICLE

2100129  
2100129  
2100129  
2100129  
2100129

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE COMPREHENSION OF ADJECTIVES BY IDENTIFYING ADJECTIVES IN WRITTEN MATERIAL AND THE NOUN OR PRONOUN EACH ADJECTIVE MODIFIES. #15

0015

DIRECTIONS FOR EACH SENTENCE BELOW, DECIDE WHICH WORDS ARE THE ADJECTIVES AND WHICH WORDS ARE THE NOUNS BEING MODIFIED.

0014

CONSIDER THE FOLLOWING SENTENCE.

ONE GOOD THING ABOUT SUMMER VACATION IS THAT THERE IS NO SCHOOL.

THE ADJECTIVES ARE

- \*A. ONE AND GOOD
- B. SUMMER AND VACATION
- C. NO AND SCHOOL
- D. ONE AND THING

2100130  
2100130  
2100130  
2100130  
2100130  
2100130  
2100130  
2100130

CONSIDER THE FOLLOWING SENTENCE.

ONE GOOD THING ABOUT SUMMER VACATION IS THAT THERE IS NO SCHOOL.

THE FIRST TWO WORDS MODIFY THE NOUN

- A. SUMMER
- \*B. THING
- C. SCHOOL
- D. GOOD

2100131  
2100131  
2100131  
2100131  
2100131  
2100131  
2100131  
2100131

CONSIDER THE FOLLOWING SENTENCE.

BOYS ARE SOMETIMES LIKE FRISKY PUPPIES.

2100132  
2100132  
2100132  
2100132  
2100132  
2100132  
2100132  
2100132

THE ADJECTIVE IS

- A. SOMETIMES
- B. LIKE
- C. BOYS
- \*D. FRISKY

CONSIDER THE FOLLOWING SENTENCE.

BOYS ARE SOMETIMES LIKE FRISKY PUPPIES.

THE ADJECTIVE MODIFIES THE NOUN

- A. BOYS
- \*B. PUPPIES
- C. LIKE
- D. FRISKY

2100133  
2100133  
2100133  
2100133  
2100133  
2100133  
2100133  
2100133

CONSIDER THE FOLLOWING SENTENCE.

CAROL, DO YOU LIKE CHOCOLATE CANDY?

THE ADJECTIVE IS

- A. CANDY
- B. CAROL
- \*C. CHOCOLATE
- D. LIKE

2100134  
2100134  
2100134  
2100134  
2100134  
2100134  
2100134

CONSIDER THE FOLLOWING SENTENCE.

CAROL, DO YOU LIKE CHOCOLATE CANDY?

THE ADJECTIVE MODIFIES THE NOUN

- A. YOU
- B. CAROL
- C. CHOCOLATE
- \*D. CANDY

2100135  
2100135  
2100135  
2100135  
2100135  
2100135  
2100135  
2100135

CONSIDER THE FOLLOWING SENTENCE.

THE DAY WAS DARK, RAINY, AND COLD.

THE ADJECTIVES ARE

- \*A. DARK AND RAINY
- B. DARK, RAINY AND COLD
- C. THE AND DARK
- \*D. THE, DARK, RAINY, COLD

2100136  
2100136  
2100136  
2100136  
2100136  
2100136  
2100136  
2100136

CONSIDER THE FOLLOWING SENTENCE.

THE DAY WAS DARK, RAINY, AND COLD.

THE ADJECTIVE MODIFIES THE NOUN

- \*A. DAY
- B. DARK
- C. RAINY
- D. COLD

2100137  
2100137  
2100137  
2100137  
2100137  
2100137  
2100137  
2100137

CONSIDER THE FOLLOWING SENTENCE.

WHICH TOY DO YOU WANT RIGHT NOW?

THE ADJECTIVE IS

- A. NOW
- \*B. WHICH
- C. RIGHT
- D. WANT

2100138  
2100138  
2100138  
2100138  
2100138  
2100138  
2100138  
2100138

CONSIDER THE FOLLOWING SENTENCE.

WHICH TOY DO YOU WANT RIGHT NOW?

2100139  
2100139  
2100139

THE ADJECTIVE MODIFIES THE NOUN

- A. WHICH
- \*B. TOY
- C. YOU
- D. NOW

2100139  
2100139  
2100139  
2100139  
2100139  
2100139

CHOOSE THE WORD THAT IS \*NOT\* AN ADJECTIVE.

- A. BIG
- B. BLUE
- C. SMALLER
- \*D. SLOWLY

2100140  
2100140  
2100140  
2100140  
2100140

CHOOSE THE WORD THAT IS \*NOT\* AN ADJECTIVE.

- A. FUNNY
- B. THREE
- \*C. YESTERDAY
- D. THAT

2100141  
2100141  
2100141  
2100141  
2100141

CHOOSE THE WORD THAT IS \*NOT\* AN ADJECTIVE.

- A. MY
- B. SECOND
- \*C. THERE
- D. QUICK

2100142  
2100142  
2100142  
2100142  
2100142

CHOOSE THE WORD THAT IS \*NOT\* AN ADJECTIVE.

- \*A. LAMP
- B. MANY
- C. DARK
- D. BRIGHT

2100143  
2100143  
2100143  
2100143  
2100143

CHOOSE THE WORD THAT IS \*NOT\* AN ADJECTIVE.

- A. COLD
- \*B. VERY
- C. LOUD
- D. RAINY

2100144  
2100144  
2100144  
2100144  
2100144

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE THE ABILITY TO IDENTIFY ADJECTIVES FROM CLUES FURNISHED BY POSITION BY CHOOSING THE CLUE WHICH ENABLES HIM TO KNOW THAT A WORD IS AN ADJECTIVE. 86B

0083

IN THE SPACE PROVIDED, WRITE THE LETTER WHICH INDICATES THAT THE WORD ENCLOSED BY STARS IS USUALLY AN ADJECTIVE BECAUSE

0074

- A. IT COMES BEFORE A NOUN.
- B. IT FOLLOWS A LINKING VERB.
- C. IT FOLLOWS AN ADJECTIVE MARKER.

ROGER IS \*INTELLIGENT\*. \*B

2100901

THE \*TORN\* SWEATER BELONGS TO JIM. \*A

2100902

THIS BOOK SEEMS \*DIFFICULT\* TO READ. \*B

2100903

MRS. JONES APPEARS MORE \*UNDERSTANDING\* THAN MR. SMITH. \*C

2100904

THAT PICTURE IS \*UNUSUAL\*. \*B

2100905

WHO IS THAT \*PRETTY\* GIRL? \*A

2100906



\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE POSITIVE, COMPARATIVE, AND SUPERLATIVE DEGREES OF COMPARISON FOR ADVERBS AND ADJECTIVES BY CHOOSING THE CORRECT ADVERB OR ADJECTIVE FORM FOR A SPECIFIC SENTENCE. \$15

0260

SELECT THE CORRECT FORM OF THE ADJECTIVE IN PARENTHESES THAT SHOULD BE USED TO COMPLETE THE SENTENCE.

0276

%HEAVY WHICH OF THE TWO BOXES.

- A. HEAVIEST
- B. HEAVIER
- C. MORE HEAVY

2102586  
2102586  
2102586  
2102586

%LARGE WHICH OF THE TWO ROOMS IS THE

- A. LARGEST
- B. LARGER
- C. MORE LARGE

2102587  
2102587  
2102587  
2102587

%POPULAR WHICH IS THE OF ALL THE BOOKS.

- A. MORE POPULAR
- B. MOST POPULAR
- C. POPULAREST

2102588  
2102588  
2102588  
2102588

%SHARP THIS IS THE PENCIL OF ALL.

- A. SHARPEST
- B. SHARPER
- C. MOST SHARP

2102590  
2102590  
2102590  
2102590

%LARGE MY DOG IS THAN YOURS.

- A. MORE LARGE
- B. LARGER
- C. LARGEST

2102591  
2102591  
2102591  
2102591

%BEAUTIFUL WHICH OF THE TWO TREES IS THE

- A. MOST BEAUTIFUL
- B. MORE BEAUTIFUL
- C. BEAUTIFULLER

2102592  
2102592  
2102592  
2102592

SELECT THE CORRECT FORM OF THE ADVERB IN PARENTHESES THAT SHOULD BE USED TO COMPLETE THE SENTENCE.

%FAST WHICH OF THE TWO GIRLS WORKED

- A. MORE FAST
- B. FASTER
- C. FASTEST

2102593  
2102593  
2102593  
2102593  
2102593  
2102593

%SWIFTLY THE RABBIT RAN THAN THE FOX.

- A. MORE SWIFTLY
- B. MOST SWIFTLY
- C. SWIFTER

2102594  
2102594  
2102594  
2102594

%EARLY EASTER CAME THIS YEAR THAN LAST.

- A. MORE EARLY
- B. EARLIER
- C. EARLIEST

2102595  
2102595  
2102595  
2102595

%SOUNDLY OF ALL OF US, JAMES SLEPT

- A. SOUNDEST

2102596  
2102596

B. MORE SOUNDLY  
\*C. MOST SOUNDLY

2102596  
2102596

\*DISTINCTLY OF ALL THE ACTORS, HAROLD SPEAKS \*

\*A. MOST DISTINCTLY  
B. DISTINCTEST  
C. MORE DISTINCTLY

2102597  
2102597  
2102597  
2102597

\*EARLY ALICE ARRIVED \* OF ALL THE GIRLS.

A. EARLIER  
B. MOST EARLY  
\*C. EARLIEST

2102598  
2102598  
2102598  
2102598

\*EASILY BEN DOES THE JOB \* THAN RALPH.

A. EASIER  
B. MORE EASIER  
\*C. MORE EASILY

2102600  
2102600  
2102600  
2102600

\*\*\*\*\*

THE STUDENT WILL RECOGNIZE THE PROPER FORM OF COMPARISON  
OF ADJECTIVES OR ADVERBS BY CHOOSING THE CORRECT WORD  
TO COMPLETE A GIVEN SENTENCE. #8

0087

PLACE THE CORRECT WORD IN THE FOLLOWING SENTENCES, USING THE  
FOLLOWING WORDS TO SHOW YOUR KNOWLEDGE OF HOW TO USE COMPARISON  
OF ADJECTIVES.

0078

A. LARGE  
B. LARGER  
C. LARGEST  
D. CAREFULLY  
E. MORE CAREFULLY

THE BOY ATE \*D

2100940

DICK IS THAN TOM. \*B

2100941

JOHN DID HIS WORK THAN BILL. \*E

2100942

THAT IS THE BUILDING I HAVE EVER SEEN. \*C

2100943

TEXAS IS A STATE. \*A

2100945

PLEASE DO YOUR NEXT PAPER THAN YOU DID THIS ONE. \*F

2100946

IS THAT THE SHEET OF PAPER YOU HAD \*C

2100947

THE GIRL EMBROIDERED THE PILLOW CASE. \*D

2100948

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE UNDERSTANDING OF ADVERBS BY THE  
SELECTION OF NON-ADVERBS IN A GIVEN LIST OF WORDS. #8

0027

MARK THE WORD IN EACH GROUP THAT IS \*NOT\* AN ADVERB.

0021

A. SLOWLY  
\*B. WONDERFUL  
C. TOMORROW

2100231  
2100231  
2100231

51

- D. AWAY
- \*A. TWO  
B. NEVER  
C. WFL  
D. THERE
- A. INSIDE  
\*B. NERVOUS  
C. FAST  
D. AGAIN
- A. THEN  
B. EAGERLY  
C. SOMEWHERE  
\*D. RIGHT
- A. STRANGELY  
B. SELDOM  
\*C. TRUE  
D. HASTILY
- \*A. HAPPY  
B. SOMEWHERE  
C. SOFTLY  
D. OFTEN
- A. HERE  
B. ALWAYS  
\*C. GOOD  
D. TRULY
- A. AGAIN  
B. SWIFTLY  
\*C. TALLER  
D. ANYWHERE

2100231

2100232  
2100232  
2100232  
2100232

2100233  
2100233  
2100233  
2100233

2100234  
2100234  
2100234  
2100234

2100235  
2100235  
2100235  
2100235

2100236  
2100236  
2100236  
2100236

2100237  
2100237  
2100237  
2100237

2100238  
2100238  
2100238  
2100238

\*\*\*\*\*

THE STUDENT CAN RECALL WHAT AN ADVERB IS BY SELECTING THE CORRECT DEFINITION. #31

0028

THE DEFINITION OF AN ADVERB IS A WORD THAT TELLS SOMETHING ABOUT THE

- A. NOUN  
\*B. VERB  
C. SUBJECT  
D. PRONOUN

2100239  
2100239  
2100239  
2100239  
2100239  
2100239

ADVERBS TELL

- \*A. WHEN, WHERE, AND HOW.  
B. WHICH, WHAT KIND OF, AND HOW MANY.  
C. WHO OR WHAT.  
D. WHEN, WHERE, WHIC.

2100240  
2100240  
2100240  
2100240  
2100240

ADVERBS OFTEN END IN

- A. ED.  
B. S.  
\*C. LY.  
D. EST.

2100241  
2100241  
2100241  
2100241  
2100241

\*\*\*\*\*  
 GIVEN A LIST OF WORDS, THE STUDENT WILL APPLY KNOWLEDGE OF ADVERB SIGNALS SUCH AS PREFIXES AND SUFFIXES BY CHOOSING THE ADVERB IN THE LIST. #70

0084

CHOOSE THE ADVERB IN EACH GROUP OF WORDS IN THE FOLLOWING LIST.

0075

- A. JOYOUS
- B. PRETTY
- \*C. APART
- D. INTELLIGENT

2100907  
 2100907  
 2100907  
 2100907

- A. FOLLOWING
- \*B. QUICKLY
- C. IDENTIFY
- D. RELATE

2100908  
 2100908  
 2100908  
 2100908

- A. MODIFY
- \*B. SOMETIME
- C. YELLOW
- D. TWENTY

2100909  
 2100909  
 2100909  
 2100909

- \*A. ABROAD
- B. LINKING
- C. AMBITIOUS
- D. EACH

2100910  
 2100910  
 2100910  
 2100910

- A. GORGEOUS
- B. THAT
- \*C. ANYHOW
- D. GIVEN

2100911  
 2100911  
 2100911  
 2100911

- A. CLEAR
- B. SPIRIT
- C. THE
- \*D. PROUDLY

2100912  
 2100912  
 2100912  
 2100912

- \*A. SOMEWHERE
- B. CAREFUL
- C. TREMENDOUS
- D. DELICATE

2100913  
 2100913  
 2100913  
 2100913

\*\*\*\*\*  
 THE STUDENT WILL RECOGNIZE THE FUNCTION OF ADVERBS BY INDICATING WHETHER ADVERBS IN GIVEN SENTENCES ANSWER THE QUESTION WHEN, WHERE, HOW, ETC. #80

0085

IN THE FOLLOWING SENTENCES, PLACE THE APPROPRIATE LETTER TO SHOW THAT THE STARRED ADVERB ANSWERS THE QUESTION OF

0076

- A. WHEN
- B. WHERE
- C. HOW
- D. HOW MUCH OR TO WHAT DEGREE
- E. HOW OFTEN

THE FARMER WORKED \*HARD\* TO GROW A CROP.

\*D

2100914

DID YOU WASH THAT DRESS *THOROUGHLY*0	*C	2100915
THE FOX JUMPED *QUICKLY* OVER THE FENCE.	*C	2100916
HAVE YOU SEEN JOHN *LATELY*0	*A	2100917
SHE PUT THE BOOK *THERE* ON THE TABLE.	*B	2100918
MARY *SELDOM* FAILS TO HAVE HER LESSON PREPARED.	*F	2100919
I WOULD LIKE TO GO *THERE*.	*B	2100920
BOB IS *QUITE* INTELLIGENT.	*D	2100921

\*\*\*\*\*

THE STUDENT CAN DEMONSTRATE A KNOWLEDGE OF ADVERBIALS BY IDENTIFYING THE TWO TYPES OF ADVERBIALS OF PLACE IN THE FOLLOWING SENTENCES. #9	0127
--	------

LOOK FOR THE *ADVERBIALS* OF PLACE IN THE FOLLOWING SENTENCES AND CHOOSE EITHER	0120
---	------

- A. ADVERBS ARE SINGLE WORDS THAT TELL WHERE.
- B. PREPOSITION PHRASES ARE GROUPS OF WORDS THAT TELL WHERE.

MARY IS IN HER SEAT.	*B	2101271
THE DOG IS OUTSIDE.	*A	2101274
IT IS ON THE TABLE.	*B	2101275
SHE IS HERE.	*A	2101276
THE BOAT IS ON THE LAKE.	*B	2101277
NANCY IS DOWNSTAIRS.	*A	2101278
THE BIRD FLEW AWAY.	*A	2101279
THE CAR IS NEAR THE SCHOOL.	*B	2101280
THE BOOK IS UNDER HIS ARM.	*B	2101282

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF INTERJECTIONS BY IDENTIFYING INTERJECTIONS IN A SENTENCE. #2	0226
--	------

CHOOSE THE INTERJECTIONS IN THE FOLLOWING SENTENCES.	0244
--	------

HURRAH! THE TEAM WON THE CHAMPIONSHIP TITLE.	2101588
A. WON	2101588
B. CHAMPIONSHIP	2101588
*C. HURRAH	2101588

ALAS! I HAVE MET MY DESTINY.	2101589
A. DESTINY	2101589
*B. ALAS	2101589

\*\*\*\*\*

THE STUDENT CAN DEMONSTRATE A KNOWLEDGE OF USING APPROPRIATE CONJUNCTIONS BY CHOOSING THE BEST WAY TO FORM A COMPOUND SENTENCE. #8a

0072

DIRECTIONS - EACH QUESTION HAS 2 SEPARATE SENTENCES. COMBINE THE 2 SENTENCES TO MAKE ONE SENTENCE. CHOOSE THE ANSWER THAT SHOWS THE \*BEST\* WAY TO COMBINE THE SENTENCES. KEEP THE MEANING OF THE ORIGINAL SENTENCE THE SAME.

0059

THE DOG ATE HIS DINNER. HE IS STILL HUNGRY.

2100751

A. THE DOG ATE HIS DINNER BECAUSE HE IS STILL HUNGRY.

2100751

B. THE DOG ATE HIS DINNER, OR HE IS STILL HUNGRY.

2100751

C. THE DOG ATE HIS DINNER, FOR HE IS STILL HUNGRY.

2100751

\*D. THE DOG ATE HIS DINNER, BUT HE IS STILL HUNGRY.

2100751

JOHN WASNT ON TIME. I WASNT ON TIME.

2100752

A. EITHER JOHN OR I WERENT ON TIME.

2100752

B. JOHN WASNT ON TIME, OR I WASNT ON TIME.

2100752

\*C. JOHN WASNT ON TIME, NOR WAS I ON TIME.

2100752

D. JOHN WASNT ON TIME, BECAUSE I WASNT ON TIME.

2100752

WE WORE OUR BOOTS. IT WAS SNOWING.

2100753

A. IT WAS SNOWING BECAUSE WE WORE OUR BOOTS.

2100753

B. WE WORE OUR BOOTS, BUT IT WAS SNOWING.

2100753

\*C. WE WORE OUR BOOTS, FOR IT WAS SNOWING.

2100753

D. WE WORE OUR BOOTS, OR IT WAS SNOWING.

2100753

THE BOY CLIMBED A TREE. HIS FRIEND CLIMBED IT, TOO.

2100754

\*A. THE BOY CLIMBED A TREE AND HIS FRIEND CLIMBED IT, TOO.

2100754

B. THE BOY CLIMBED A TREE, OR HIS FRIEND CLIMBED IT, TOO.

2100754

C. HIS FRIEND CLIMBED IT TOO, AND THE BOY CLIMBED A TREE.

2100754

D. THE BOY CLIMBED A TREE, NOR DID HIS FRIEND CLIMB IT TOO.

2100754

I RAN ALL THE WAY. I WAS LATE FOR SCHOOL.

2100755

\*A. I RAN ALL THE WAY, FOR I WAS LATE FOR SCHOOL.

2100755

B. I RAN ALL THE WAY, OR I WAS LATE FOR SCHOOL.

2100755

C. I WAS LATE FOR SCHOOL, FOR I RAN ALL THE WAY.

2100755

D. I WAS LATE FOR SCHOOL, OR I RAN ALL THE WAY.

2100755

JAMES IS TALL. BOB IS TALLER.

2100756

A. BOB IS TALLER, AND JAMES IS TALL.

2100756

B. JAMES IS TALL, FOR BOB IS TALLER.

2100756

\*C. JAMES IS TALL, BUT BOB IS TALLER.

2100756

D. BOB IS TALLER, OR JAMES IS TALL.

2100756

THE TOASTER DIDNT WORK. THE IRON DIDNT WORK.

2100757

\*A. THE TOASTER DIDNT WORK, NOR DID THE IRON WORK.

2100757

B. THE TOASTER DIDNT WORK, OR DID THE IRON WORK.

2100757

C. THE TOASTER DIDNT WORK, FOR THE IRON DIDNT WORK.

2100757

D. THE TOASTER DIDNT WORK, BUT THE IRON DIDNT WORK.

2100757

SHE TURNED OFF THE T.V. THERE WERE NO GOOD PROGRAMS TO WATCH.

2100758

A. SHE TURNED OFF THE T.V., BUT THERE WERE NO GOOD PROGRAMS TO WATCH.

2100758

\*B. SHE TURNED OFF THE T.V., OR THERE WERE NO GOOD PROGRAMS TO WATCH.

2100758

2100758

2100758



- \*C. SHE TURNED OFF THE T.V., FOR THERE WERE NO GOOD PROGRAMS TO WATCH.  
D. SHE TURNED OFF THE T.V., AND THERE WERE NO GOOD PROGRAMS TO WATCH.

2100758  
2100758  
2100758  
2100758

\*\*\*\*\*

THE STUDENT WILL RECOGNIZE DETERMINERS BY DIFFERENTIATING BETWEEN DETERMINERS AND NON-DETERMINERS IN LISTS AND SENTENCES. #5

0117

IN THE FOLLOWING WORD GROUPS, WHICH WORD IS \*NOT\* A DETERMINER?

0106

- A. SOME  
B. THIS  
\*C. BIG  
D. AN

1163

- \*A. HERF  
B. THE  
C. OUR  
D. HFR

2101164  
2101164  
2101164  
2101164

- A. THIS  
B. YOUR  
C. MY  
\*D. RANG

1165

IN EACH OF THE FOLLOWING GROUPS SELECT THE SENTENCE THAT HAS THE DETERMINER STARRED.

0107

- A. I SEE THE \*BOAT\*.  
\*B. \*MY\* BROTHER IS TALL.  
C. THE GIRL IS \*NOISY\*.  
D. I DONT SEE \*ANY\*.

1166

- \*A. PLEASE TAKE \*SOME\* CAKE.  
B. HOUSES ARE \*LARGE\*.  
C. A LAKE IS \*NEAR\* THE TOWN.  
D. HORSES \*EAT\* HAY.

2101167  
2101167  
2101167  
2101167

\*\*\*\*\*

THE STUDENT WILL COMPREHEND ARTICLES BY PICKING OUT ARTICLES, TELLING WHETHER THEY ARE DEFINITE OR INDEFINITE, AND TELLING IF THE NOUN THEY MODIFY IS COUNT OR NONCOUNT. #8

0238

DIRECTIONS - FOR THE FOLLOWING NOUN PHRASES, DETERMINE WHETHER THE ARTICLE IS \*DEFINITE\* OR \*NONDEFINITE\*. CHOOSE

0254

- A. DEFINITE  
B. NONDEFINITE

THE DEPTH \*A

2102264

AN ALBATROSS \*B

2102265

THE BEAUTIFUL PEOPLE \*A

2102266

AUTOMOBILES \*B

2102267

DIRECTIONS - IN THE FOLLOWING NOUN PHRASES, DETERMINE IF THE NOUNS ARE

0255

- A. COUNT
- B. NONCOUNT

THE FLOWERS	*A	2102268
SOME JAM	*B	2102269
COURAGE	*B	2102270
AUTOMOBILES	*A	2102271

\*\*\*\*\*

GIVEN NOUN PHRASES, THE STUDENT WILL RECALL DETERMINERS BY IDENTIFYING THE FIVE KINDS OF DETERMINERS. %100

0249

DIRECTIONS - FOR THE FOLLOWING NOUN PHRASES, DECIDE WHAT KIND OF DETERMINER EACH CONTAINS AND WRITE IT IN THE SPACE PROVIDED.

0263

- A. ARTICLE
- B. DEMONSTRATIVE
- C. NUMBER
- D. QUANTIFIER
- E. POSSESSIVE

THIS BOX	*B	2102336
HIS FATHER	*E	2102337
SEVERAL BOYS	*D	2102338
THE COLT	*A	2102339
THREE MEN	*C	2102340
YOUR FRIEND	*F	2102341
AN APPLE	*A	2102342
A FEW HOURS	*D	2102343
THOSE DAYS	*B	2102344
TEN INDIANS	*C	2102345

\*\*\*\*\*

THE STUDENT WILL RECOGNIZE NOUNS BY IDENTIFYING THEM IN SENTENCES OR LISTS. %50

0116

- A. %SHE% IS PRETTY.
- \*B. %APPLES% ARE DELICIOUS.
- C. %THEY% ARE VERY NOISY.
- D. %HE% IS UNABLE TO COME.

1158

- \*A. PUT IT ON THE %DESK%.
- B. I LIKE %THEM%.
- C. HERE COMES %EVERYONE%.

1159

D. DO YOU HEAR %SOMEBODY%O

SELECT THE NOUN IN THE FOLLOWING GROUPS OF WORDS.

0105

- A. RUN
- H. PRETTY
- C. NOISY
- \*D. GIRL

1160

- A. GREAT
- \*B. MAN
- C. READ
- D. SHE

1161

- \*A. BILL
- B. FAT
- C. LIKE
- D. BEAUTIFUL

1162

\*\*\*\*\*

THE STUDENT WILL RECALL WHAT A NOUN IS BY SELECTING THE CORRECT DEFINITION. %10

0182

SELECT THE BEST DEFINITION OF A NOUN FROM THE LIST BELOW.

- A. A WORD THAT SHOWS ACTION
- B. A WORD THAT TELLS \*WHAT KIND OF\*
- \*C. A WORD THAT NAMES SOMETHING
- D. A WORD THAT TELLS \*HOW\*

2101855

2101855

2101855

2101855

2101855

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF HOW A NOUN FUNCTIONS BY INDICATING WHETHER A GIVEN NOUN IS A SUBJECT, DIRECT OBJECT, OR A LINKING VERB COMPLEMENT. %80

0102

FOR EACH OF THE FOLLOWING SENTENCES, WRITE THE APPROPRIATE LETTER TO SHOW IF THE STARRED NOUN IS USED AS A

0092

- A. SUBJECT
- B. DIRECT OBJECT COMPLEMENT
- C. LINKING VERB COMPLEMENT

DID \*TOM\* FINISH HIS REPORTO \*A

1067

THAT GIRL IS \*PRESIDENT\* OF HER CLASS. \*C

1068

AFTER SUPPER, THE \*CHILDREN\* WENT TO BED. \*A

1069

THE TEAM WON YESTERDAYS \*GAME\* EASILY. \*B

1070

WILL AL WRITE THAT \*LETTER\* TODAYO \*B

1071

MR. JONES WAS HIS \*TEACHER\*. \*C

1072

RALPH HAS BEEN A GOOD \*STUDENT\* THIS YEAR. \*C

1073

NO. THAT \*DESK\* BELONGS TO JIM. \*A

1074

\*\*\*\*\*

THE STUDENT WILL RECOGNIZE NOUNS BY POSITION \*AFTER MARKERS, 0149  
 BEFORE THE VERB, AFTER THE VERB-DIRECT OBJECT, AFTER THE VERB-  
 LINKING VERB COMPLEMENT BY IDENTIFYING EACH IN A SENTENCE. \*100

DIRECTIONS - IN THE FOLLOWING SENTENCES WRITE THE APPROPRIATE 0147  
 LETTER TO DESIGNATE THE CORRECT POSITION OF THE  
 STARRED NOUN.

- A. AFTER MARKERS
- B. BEFORE THE VERB
- C. AFTER THE VERB-DIRECT OBJECT
- D. AFTER THE VERB-LINKING VERB COMPLEMENT

PETER PREFERS \*FICTION\* RATHER THAN NON-FICTION. \*C 1510

MY BROTHER PLAYS \*GOLF\* IN HIS SPARE TIME. \*C 1511

AFTER THE LECTURE, THE \*AUDIENCE\* GAVE A STANDING OVATION. \*A 1512

\*PHOTOGRAPHY AND PAINTING\* ARE MY FAVORITE HOBBIES. \*B 1513

MY ENGLISH CLASS ENJOYS CREATIVE \*WRITING\*. \*C 1516

SEVERAL \*BOOKS\* REMAINED ON THE SHELF FOR WEEKS. \*A 1517

\*MIKE, RALPH AND TOM\* RACED THE SAILBOAT IN THE REGATTA. \*B 1518

\*\*\*\*\*

THE STUDENT CAN RECOGNIZE THE FIVE DIFFERENT TYPES OF NOUN 0124  
 PHRASES BY SELECTING THE TYPE OF NOUN PHRASE USED IN THE SUBJECT  
 OF A GIVEN SENTENCE. \*100

IDENTIFY THE NOUN PHRASE USED AS A \*SUBJECT\* IN THE FOLLOWING 0117  
 SENTENCES.

- A. COMMON NOUN AND DETERMINER
- B. COMMON NOUN ALONE
- C. PROPER NOUN
- D. PERSONAL PRONOUN
- E. INDEFINITE PRONOUN

Nobody came to the party. \*F 2101243

Oranges grow in Florida. \*B 2101244

The girl is very late. \*A 2101245

Mrs. Smith is a teacher. \*C 2101246

We read the book. \*D 2101247

Dogs often bite. \*B 2101248

Alaska is our largest state. \*C 2101249

Some snow fell in the night. \*A 2101250

Someone is at the door. \*F 2101251

THEY HEARD A NOISE. \*D

2101252

\*\*\*\*\*

THE STUDENT CAN RECOGNIZE THE FIVE DIFFERENT TYPES OF NOUN PHRASES BY SELECTING THE TYPE OF NOUN PHRASE USED IN THE PREDICATE IN A GIVEN SENTENCE. %10

0125

IDENTIFY THE NOUN PHRASE USED IN THE \*PREDICATE\* IN THE FOLLOWING SENTENCES.

0118

- A. COMMON NOUN AND DETERMINER
- B. COMMON NOUN ALONE
- C. PROPER NOUN
- D. PERSONAL PRONOUN
- E. INDEFINITE PRONOUN

I SEE BILL. \*C

2101253

IT IS NOTHING. \*E

2101254

SHE CANT FIND IT. \*D

2101255

NANCY SAW THE DOG. \*A

2101256

SHE LIKES CANDY. \*B

2101257

MIKE RIDES HORSES. \*B

2101258

PINEAPPLES CAME FROM HAWAII. \*C

2101259

I HEARD EVERYTHING. \*E

2101260

CHILDREN LIKE HER. \*D

2101261

COME TO OUR HOUSE. \*A

2101262

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF SINGULAR AND PLURAL WORDS BY INDICATING WHETHER GIVEN WORDS ARE SINGULAR OR PLURAL. %15

0078

CHOOSE

69

- A. SINGULAR
- B. PLURAL

CHILDREN \*B

2100835

MANY \*B

2100836

ONE \*A

2100837

EACH \*A

2100838

BOTH \*B

2100839

EITHER \*A

2100840

ANYONE \*A

2100841

ALL	*B	2100842
NO ONE	*A	2100843
FFW	*B	2100844
WOMEN	*B	2100845
NFITHER	*A	2100846
SEVERAL	*B	2100847
SOMEBODY	*A	2100849
ANYBODY	*A	2100850

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF THE RULES FOR MAKING  
NOUNS PLURAL BY MATCHING A PLURAL NOUN WITH THE RULE. %100 0126

MATCH THE FOLLOWING WORDS WITH STATEMENTS A, B, C, OR D. 0119

- A. IN MOST NOUNS ADD S.
- B. IF THE NOUN ENDS IN CONSONANT -Y, CHANGE Y TO I BEFORE  
ADDING ES.
- C. IF NOUN ENDS IN CH, SS, S, OR X ADD ES.
- D. IN SOME NOUNS THE WORD ITSELF IS CHANGED.

PONIES	*B	2101263
MFN	*D	2101264
TOYS	*A	2101265
GLASSES	*C	2101266
CITIES	*B	2101267
KEYS	*A	2101268
FFET	*D	2101269
FOXES	*C	2101270
BOOKS	*A	2101271
HATS	*A	2101272

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE HIS COMPREHENSION OF THE RULES FOR  
FORMING PLURALS BY CORRECTLY FORMING PLURALS OF GIVEN NOUNS  
AND IDENTIFYING CORRECTLY FORMED PLURALS. %150 0254

FORM THE PLURAL OF THE FOLLOWING WORDS. 0266

CHIEF 2102462  
\*A. ADD \*S\* 2102462



B. CHANGE THE \*F\* TO \*V\* AND ADD \*ES\*  
C. ADD \*ES\*

2102462  
2102462

VALLEY

A. ADD \*ES\*  
\*B. ADD \*S\*  
C. CHANGE THE Y TO I AND ADD ES

2102463  
2102463  
2102463  
2102463

DEER

A. ADD \*S\*  
B. ADD \*ES\*  
\*C. DO NOT CHANGE THE WORD

2102464  
2102464  
2102464  
2102464

GIRL

\*A. ADD \*S\*  
P. ADD \*ES\*  
C. DO NOT CHANGE THE WORD

2102465  
2102465  
2102465  
2102465

WITCH

A. ADD \*S\*  
\*B. ADD \*ES\*  
C. DO NOT CHANGE THE WORD

2102466  
2102466  
2102466  
2102466

FAMILY

A. ADD \*S\*  
B. ADD \*ES\*  
\*C. CHANGE \*Y\* TO \*I\* AND ADD \*ES\*

2102467  
2102467  
2102467  
2102467

LOAF

A. ADD \*ES\*  
\*B. CHANGE \*F\* TO \*V\* AND ADD \*ES\*  
C. DO NOT CHANGE THE WORD

2102468  
2102468  
2102468  
2102468

SELECT THE PROPER PLURAL FORM.

267

ECHO

A. ECHOS  
\*B. ECHOES  
C. ECHOSS

2102469  
2102469  
2102469  
2102469

RADIO

\*A. RADIOS  
B. RADIOES  
C. RADIO

2102470  
2102470  
2102470  
2102470

SCARF

\*A. SCARVES  
B. SCARFS  
C. SCARFEES

2102471  
2102471  
2102471  
2102471

TAX

A. TAXS  
B. TAXSS  
\*C. TAXES

2102472  
2102472  
2102472  
2102472

MONKEY

A. MONKIES  
\*B. MONKEYS  
C. MONKEY

2102473  
2102473  
2102473  
2102473

2102474

HOUSE

ERIC

A. MOUSES	2102474
*B. MICE	2102474
C. MICES	2102474
SHEEP	
*A. SHEEP	2102475
B. SHEEPS	2102475
C. SHEEPES	2102475
DWARF	
A. DWARVES	2102476
B. DWARFES	2102476
*C. DWARFS	2102476

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE RULES FOR FORMING SINGULAR AND PLURAL POSSESSIVES BY CORRECTLY USING APOSTROPHES IN FORMING PLURALS AND IDENTIFYING CORRECTLY ALL THE RULES FOR FORMING POSSESSIVES. 335

DIRECTIONS - SELECT THE ANSWER THAT TELLS HOW TO MAKE THE GIVEN WORD POSSESSIVE. DO NOT CHANGE THE NUMBER SINGULAR OR PLURAL OF THE WORD AS IT IS GIVEN.

BABY	2102477
*A. IF AN APOSTROPHE S MUST BE ADDED	2102477
B. IF ONLY AN APOSTROPHE MUST BE ADDED	2102477
ELF	2102478
*A. IF AN APOSTROPHE MUST BE ADDED	2102478
B. IF ONLY AN APOSTROPHE MUST BE ADDED.	2102478
MONKEYS	2102479
A. IF AN APOSTROPHE MUST BE ADDED	2102479
*B. IF ONLY AN APOSTROPHE MUST BE ADDED	2102479
FOX	2102480
*A. IF AN APOSTROPHE S MUST BE ADDED	2102480
B. IF ONLY AN APOSTROPHE MUST BE ADDED	2102480
DORIS	2102481
A. IF AN APOSTROPHE S MUST BE ADDED	2102481
*B. IF ONLY AN APOSTROPHE MUST BE ADDED	2102481
WOMEN	2102482
*A. IF AN APOSTROPHE S MUST BE ADDED	2102482
B. IF ONLY AN APOSTROPHE MUST BE ADDED	2102482
SOLDIERS	2102483
A. IF AN APOSTROPHE S MUST BE ADDED	2102483
*B. IF ONLY AN APOSTROPHE MUST BE ADDED	2102483
LONGFELLOW	2102484
*A. IF AN APOSTROPHE S MUST BE ADDED	2102484
B. IF ONLY AN APOSTROPHE MUST BE ADDED	2102484
REDCOATS	2102485
A. IF AN APOSTROPHE S MUST BE ADDED	2102485
*B. IF ONLY AN APOSTROPHE MUST BE ADDED	2102485

# CHILDREN

- \*A. IF AN APOSTROPHE S MUST BE ADDED
- B. IF ONLY AN APOSTROPHE MUST BE ADDED

2102486  
2102486  
2102486

# GIRLS

- A. IF AN APOSTROPHE S MUST BE ADDED
- \*B. IF ONLY AN APOSTROPHE MUST BE ADDED

2102487  
2102487  
2102487

# WIVES

- A. IF AN APOSTROPHE S MUST BE ADDED
- \*B. IF ONLY AN APOSTROPHE MUST BE ADDED

2102488  
2102488  
2102488

# MISS WELCH

- \*A. IF AN APOSTROPHE S MUST BE ADDED
- B. IF ONLY AN APOSTROPHE MUST BE ADDED

2102489  
2102489  
2102489

# DENNIS

- A. DENNIS
- B. DENNIS,S
- \*C. DENNIS,

2102490  
2102490  
2102490  
2102490

# PEOPLE

- \*A. PEOPLE,S
- B. PEOPLE,
- C. PEOPLES,

2102491  
2102491  
2102491  
2102491

# FIREMAN

- A. FIREMAN
- B. FIREMANS,
- \*C. FIREMAN,S

2102492  
2102492  
2102492  
2102492

# WOLVES

- \*A. WOLVES,
- B. WOLVE,S
- C. WOLVES

2102493  
2102493  
2102493  
2102493

# WOMEN

- A. WOMEN,
- B. WOMENS,
- \*C. WOMEN,S

2102494  
2102494  
2102494  
2102494

# FARMERS

- A. FARMERS,
- B. FARMER,S
- \*C. FARMERS

2102495  
2102495  
2102495  
2102495

BELOW ARE A LIST OF SINGULAR AND PLURAL NOUNS. ON THE BLANK PROVIDED PLACE THE LETTER OF THE RULE YOU WOULD USE TO MAKE EACH NOUN POSSESSIVE. DO NOT CHANGE THE NUMBER SINGULAR OR PLURAL OF THE NOUN AS IT IS GIVEN.

0268

# MR. THOMAS

- A. ADD AN %S TO A SINGULAR NOUN
- \*B. ADD AN %N ONLY TO A NAME THAT ENDS IN S.
- C. ADD AN %N ONLY TO A PLURAL NOUN THAT ENDS IN S
- D. ADD AN %S TO A PLURAL NOUN THAT \*DOES NOT\* END IN S

2102496  
2102496  
2102496  
2102496  
2102496

# BOYS

- A. ADD AN %S TO A SINGULAR NOUN

2102497  
2102497

- B. ADD AN %,□ ONLY TO A NAME THAT ENDS IN S.
- \*C. ADD AN %,□ ONLY TO A PLURAL NOUN THAT ENDS IN S
- D. ADD AN %,S□ TO A PLURAL THAT \*DOES NOT\* END IN S

2102497  
2102497

#### DOLL

- \*A. ADD AN %,S□ TO A SINGULAR NOUN
- B. ADD AN %,□ ONLY TO A NAME THAT ENDS IN S.
- C. ADD AN %,□ ONLY TO A PLURAL NOUN THAT ENDS IN S
- D. ADD AN %,S□ TO A PLURAL THAT \*DOES NOT\* END IN S

2102498  
2102498  
2102498  
2102498

#### HOUSE

- \*A. ADD AN %,S□ TO A SINGULAR NOUN
- B. ADD AN %,□ ONLY TO A NAME THAT ENDS IN S.
- C. ADD AN %,□ ONLY TO PLURAL NOUN THAT ENDS IN S
- D. ADD AN %,S□ TO A PLURAL NOUN THAT \*DOES NOT\* END IN S

2102499  
2102499  
2102499  
2102499

#### MAILMEN

- A. ADD AN %,S□ TO A SINGULAR NOUN
- B. ADD AN %,□ ONLY TO A NAME THAT ENDS IN S.
- C. ADD AN %,□ ONLY TO A PLURAL NOUN THAT ENDS IN S
- \*D. ADD AN %,S□ TO A PLURAL THAT \*DOES NOT\* END IN S

2102500  
2102500  
2102500  
2102500

#### LEAVES

- A. ADD AN %,S□ TO A SINGULAR NOUN
- B. ADD AN %,□ ONLY TO A NAME THAT ENDS IN S.
- \*C. ADD AN %,□ ONLY TO A PLURAL NOUN THAT ENDS IN S
- D. ADD AN %,S□ TO A PLURAL NOUN THAT \*DOES NOT\* END IN S

2102501  
2102501  
2102501  
2102501

#### LESLIE

- \*A. ADD AN %,S□ TO A SINGULAR NOUN
- B. ADD AN %,□ ONLY TO A NAME THAT ENDS IN S.
- C. ADD AN %,□ ONLY TO A PLURAL NOUN THAT ENDS IN S
- D. ADD AN %,S□ TO A PLURAL NOUN THAT \*DOES NOT\* END IN S

2102502  
2102502  
2102502  
2102502

#### MORRIS

- A. ADD AN %,S□ TO A SINGULAR NOUN
- \*B. ADD AN %,□ ONLY TO A NAME THAT ENDS IN S.
- C. ADD AN %,□ ONLY TO A PLURAL NOUN THAT ENDS IN S
- \*D. ADD AN %,S□ TO A PLURAL NOUN THAT \*DOES NOT\* END IN S

2102503  
2102503  
2102503  
2102503

#### MICF

- A. ADD AN %,S□ TO A SINGULAR NOUN
- B. ADD AN %,□ ONLY TO A NAME THAT ENDS IN S.
- C. ADD AN %,□ ONLY TO A PLURAL NOUN THAT ENDS IN S
- \*D. ADD AN %,S□ TO A PLURAL NOUN THAT \*DOES NOT\* END IN S

2102504  
2102504  
2102504  
2102504

#### BALLERINAS

- A. ADD AN %,S□ TO A SINGULAR NOUN
- B. ADD AN %,□ ONLY TO A NAME THAT ENDS IN S.
- \*C. ADD AN %,□ ONLY TO A PLURAL NOUN THAT ENDS IN S
- D. ADD AN %,S□ TO A PLURAL NOUN THAT \*DOES NOT\* END IN S

2102505  
2102505  
2102505  
2102505

#### MOTHER

- \*A. ADD AN %,S□ TO A SINGULAR NOUN
- B. ADD AN %,□ ONLY TO A NAME THAT ENDS IN S.
- C. ADD AN %,□ ONLY TO A NOUN THAT ENDS IN S
- D. ADD AN %,S□ TO A PLURAL NOUN THAT \*DOES NOT\* END IN S

2102506  
2102506  
2102506  
2102506

#### ELF

- \*A. ADD AN %,S□ TO A SINGULAR NOUN
- B. ADD AN %,□ ONLY TO A NAME THAT ENDS IN S.

2102507  
2102507

- C. ADD AN %S ONLY TO A PLURAL NOUN THAT ENDS IN S
- D. ADD AN %S TO A PLURAL NOUN THAT \*DOES NOT\* END IN S

2102507  
2102507

#### OXEN

- A. ADD AN %S TO A SINGULAR NOUN
- B. ADD AN % ONLY TO A NAME THAT ENDS IN S.
- C. ADD AN % ONLY TO A PLURAL NOUN THAT ENDS IN S
- \*D. ADD AN %S TO A PLURAL NOUN THAT \*DOES NOT\* END IN S

2102508  
2102508

#### LADIES

- A. ADD AN %S TO A SINGULAR NOUN
- B. ADD AN % ONLY TO A NAME THAT ENDS IN S.
- \*C. ADD AN % ONLY TO A PLURAL NOUN THAT ENDS IN S
- D. ADD AN %S TO A PLURAL NOUN THAT \*DOES NOT\* END IN S

2102509  
2102509

#### LIBRARIES

- A. ADD AN %S TO A SINGULAR NOUN
- B. ADD AN % ONLY TO A NAME THAT ENDS IN S.
- \*C. ADD AN % ONLY TO A PLURAL NOUN THAT ENDS IN S
- D. ADD AN %S TO A PLURAL NOUN THAT \*DOES NOT\* END IN S

2102510  
2102510

#### TABLE

- \*A. ADD AN %S TO A SINGULAR NOUN
- B. ADD AN % ONLY TO A NAME THAT ENDS IN S.
- C. ADD AN % ONLY TO A PLURAL NOUN THAT ENDS IN S
- D. ADD AN %S TO A PLURAL NOUN THAT \*DOES NOT\* END IN S

2102511  
2102511

\*\*\*\*\*

THE STUDENT WILL RECALL THE DEFINITIONS OF COMMON AND PROPER NOUNS BY CHOOSING THE CORRECT STATEMENT TO DEFINE EACH TERM. %20

004

THE DEFINITION OF A PROPER NOUN IS

- \*A. THE NAME OF A PARTICULAR PERSON, PLACE, OR THING.
- B. A NOUN THAT SOMETIMES BEGINS WITH A CAPITAL LETTER.
- C. A NOUN THAT IS CORRECT PROPER.
- D. ANY NOUN THAT DOESNT BEGIN WITH A CAPITAL LETTER.

2100467  
2100467  
2100467  
2100467  
2100467

THE DEFINITION OF A COMMON NOUN IS

- A. THE NAME OF A PARTICULAR PERSON, PLACE, OR THING.
- B. A NOUN THAT SOMETIMES BEGINS WITH A CAPITAL LETTER.
- \*C. ANY NOUN THAT DOESNT BEGIN WITH A CAPITAL LETTER.
- D. A PLURAL NOUN.

2100468  
2100468  
2100468  
2100468  
2100468

\*\*\*\*\*

THE STUDENT CAN DEMONSTRATE A KNOWLEDGE OF PROPER AND COMMON NOUNS BY CHOOSING THE LIST THAT CONTAINS EITHER ALL PROPER OR ALL COMMON NOUNS. %50

0047

CHOOSE THE LIST THAT CONTAINS EITHER ALL PROPER NOUNS OR ALL COMMON NOUNS.

0037

- A. JUNE, JULY, AUGUST, MONTH
- B. HOLIDAY, DECEMBER, CHRISTMAS, SANTA CLAUS
- \*C. FASTER, CHRISTMAS, FLAG DAY, HALLOWEEN
- D. SUMMER, FALL, WINTER, CHRISTMAS

469  
2100469  
2100469  
2100469

- \*A. SCHOOL, HIGH SCHOOL, JUNIOR HIGH, BUILDING

2100470

B. ELM SCHOOL, JUNIOR HIGH, KINDERGARTEN, CLASSROOM	2100470
C. MORTON HIGH SCHOOL, COLLEGE, UNIVERSITY, CATHOLIC SCHOOL	2100470
D. FOURTH GRADE CLASS, ROOM 104, ELM SCHOOL, GRAMMAR SCHOOL	2100470
A. APPLES, PLUMS, GREEN GRAPES, MICHIGAN BLUEBERRIES	2100471
*H. PEACHES, LETTUCE, PLUMS, RED GRAPES	2100471
C. ORANGE JUICE, CITRUS FRUIT JUICE, FLORIDA GRAPEFRUIT JUICE	2100471
APRICOT JUICE	2100471
D. MICHIGAN BLUEBERRIES, FLORIDA GRAPEFRUIT, JUICY WATERMELON,	2100471
GEORGIA PEACHES	2100471
A. MOUNTAINS, LAKES, RIVERS, STREAMS	2100472
B. ROCKY MOUNTAINS, GREAT LAKES, ST. LAWRENCE RIVER, OCEAN	2100472
C. OCEAN, GREAT LAKES, PONDS, RIVERS	2100472
D. ATLANTIC, CANAL, LAKE ERIE, ISTHMUS OF SUEZ	2100472
A. AUNT, UNCLE TOM, COUSIN JANE, GRANDMA	2100473
*B. GRANDMA, GRANDPA, MOM, DAD	2100473
C. TOM, JANE, COUSIN, SISTER	2100473
D. NEPHEW, NIECE, GRANDSON, UNCLE JOE	2100473

\*\*\*\*\*

THE STUDENT CAN DISTINGUISH A COMMON NOUN FROM A PROPER NOUN BY CHOOSING THE WORD OR WORDS THAT SHOULD BE CAPITALIZED. \$50 0074

DIRECTIONS - CHOOSE THE WORD \$50 THAT NEED \$50 A CAPITAL LETTER. 0061

A. CITY	2100766
B. COUNTRY	2100766
*C. WASHINGTON	2100766
D. STATE	2100766
A. POST OFFICE	2100767
*B. CHICAGO POSTAL INSPECTOR	2100767
C. MAILMAN	2100767
D. SUBURBAN MAIL CARRIER	2100767
A. DENTIST	2100768
*B. DOCTOR JONES	2100768
C. NURSE	2100768
D. HEART SURGEON	2100768
A. GRANDMOTHER	2100769
B. GREAT UNCLE	2100769
C. NEPHEW	2100769
*D. COUSIN RON	2100769
*A. NIAGARA FALLS	2100770
B. RIVER BANK	2100770
C. SANDY BEACH	2100770
D. WINDING STREAM	2100770

\*\*\*\*\*

THE STUDENT WILL RECOGNIZE A PREPOSITIONAL PHRASE BY INDICATING WHETHER A GIVEN SENTENCE DOES OR DOES \*NOT\* CONTAIN A PREPOSITIONAL PHRASE. \$100 0218



## DIRECTIONS

SOME OF THE FOLLOWING SENTENCES CONTAIN A PREPOSITIONAL PHRASE  
AND SOME DO NOT. CHOOSE

A. IF THE SENTENCE CONTAINS A PREPOSITIONAL PHRASE.

B. IF THE SENTENCE DOES \*NOT\* CONTAIN A PREPOSITIONAL PHRASE.

WE WALKED ON THE TRACKS. *A	2102091
SHE SITS IN FRONT OF ME. *A	2102092
MY MOTHER DRIVES TOO FAST. *B	2102093
IT HAPPENED BEFORE THEIR ARRIVAL. *A	2102094
WE HAVE TO GO TO SCHOOL ON SATURDAY. *A	2102095
MRS. BROWN GETS HER HAIR DONE EVERY WEEK. *B	2102096
THAT ELM TREE IS DISEASED. *B	2102097
SHE BROKE HIS PENCIL WHEN SHE HIT HIM. *B	2102098
HE CAME HOME AT ABOUT SIX IN THE EVENING. *A	2102099
JANE'S MOTHER WOULD NOT LET HER LEAVE THE HOUSE. *B	2102100

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF PERSONAL PRONOUNS BY  
CHOOSING A GRAMMATICALLY CORRECT PERSONAL PRONOUN. \*B\*

0001

COMPLETE THE SENTENCES BELOW BY PUTTING THE LETTER OF THE CORRECT  
WORD IN THE STARS.

0001

\*\*\*\*\* WERE GOING TO THE PARK.

- A. TOMMY
- B. YOUR
- C. I
- \*D. THEY

2100001  
2100001  
2100001  
2100001  
2100001

HE AND \*\*\*\*\* PLAYED BALL.

- \*A. I
- B. ME
- C. HER
- D. THEM

2100002  
2100002  
2100002  
2100002  
2100002

GIVE A DISH OF ICE CREAM TO BILLY AND \*\*\*\*\*.

- A. MINE
- B. I
- \*C. ME
- D. WE

2100003  
2100003  
2100003  
2100003  
2100003

I SEE DAVID AND PAUL, BUT WHO IS THAT WITH \*\*\*\*\*

- A. US
- B. THEY
- \*C. THEM

2100004  
2100004  
2100004  
2100004

\*\*\*\*\* ARE FLYING A KITE.

- A. ME AND HIM

2100005  
2100005  
2100005

- C. YOU AND HIM
- \*D. HE AND I

2100005  
2100005

DID YOU TELL STEVE AND \*\*\*\*\* THAT THEY WON THE PRIZEO

- A. WE
- \*B. HIM
- C. THEY
- D. HF

2100006  
2100006  
2100006  
2100006  
2100006

WILL \*\*\*\*\* BE HOME EARLYO

- \*A. YOU AND I
- B. ME AND YOU
- C. YOU AND ME
- D. I AND YOU
- E. US

2100007  
2100007  
2100007  
2100007  
2100007  
2100007

SHOW THE LETTER TO \*\*\*\*\*.

- A. SHE AND HE
- B. WE
- \*C. HIM AND HER
- D. YOU AND I

2100008  
2100008  
2100008  
2100008  
2100008

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF THE USE OF PRONOUNS AS DIRECT OBJECTS BY CHOOSING THE CORRECT WORD OR WORDS TO COMPLETE GIVEN SENTENCES. \$100

0161

DIRECTIONS - IN THE FOLLOWING SENTENCES, WRITE THE APPROPRIATE LETTER TO DESIGNATE THE CORRECT FORM OF THE PRONOUNS.

0167

MR. WHITE WROTE BILL AND FOR SUPPLIES.

- A. I
- \*B. ME

2101640  
2101640  
2101640

SALLY AND SAW KATHY AND AT THE MOVIES.

- \*A. SHE, ME
- B. HER, I

2101641  
2101641  
2101641

JOE AND ARE GOING HUNTING HIS WEEKEND.

- A. HIM
- \*B. HE

2101642  
2101642  
2101642

WHY DONT YOU TAKE JANE AND TO THE RACESO

- \*A. ME
- B. I

2101643  
2101643  
2101643

JOAN AND ARE READING THEIR BOOK REPORTS.

- A. HER
- \*B. SHE

2101644  
2101644  
2101644

MIKE AND WERE ASKED TO ATTEND THE MEETING.

- \*A. HE
- B. HIM

2101645  
2101645  
2101645

MRS. RICHARDS AND ARE WORKING ON A SURPRISE PARTY.

- A. HER
- \*B. SHE

2101646  
2101646  
2101646

THE DOCTOR EXAMINED THE OTHER PATIENTS AND

\*A. ME

R. I

2101647

2101647

2101647

LATE LAST NIGHT DON AND

WITNESSED A CAR ACCIDENT.

A. ME

\*R. I

2101648

2101648

2101648

JACK, BILL, AND

ARE AVOIDING US THIS MORNING.

\*A. HE

R. HIM

2101649

2101649

2101649

\*\*\*\*\*

THE STUDENT WILL RECOGNIZE THE WAY A PRONOUN FUNCTIONS IN A  
SENTENCE BY IDENTIFYING ITS USE AS SUBJECT, OBJECT, LINKING-VERB  
COMPLEMENT OR POSSESSIVE. %8n

0105

IN THE SENTENCES BELOW, LETTER THE STARRED PRONOUNS ACCORDING TO  
THEIR USE AS

0095

A. SUBJECT.

B. DIRECT OBJECT COMPLEMENT.

C. LINKING-VERB COMPLEMENT.

D. POSSESSIVE.

IT WAS \*HER\* FAVORITE FLOWER. \*D

1091

THE TEACHER ASKED \*US\* TO STAY. \*B

1092

THE WINNERS WERE TOM AND \*HE\*. \*C

1093

AL SAW \*HER\* AT THE MOVIES. \*B

1094

I WROTE \*IT\* IN A HURRY. \*B

1095

MARY AND \*SHE\* CAME TO THE HOUSE. \*A

1096

MAC LEFT \*HIS\* BOOK THERE. \*D

1097

\*THEY\* ARE OUR BEST FRIENDS. \*A

1098

\*\*\*\*\*

THE STUDENT CAN DEMONSTRATE A KNOWLEDGE OF USING PRONOUNS  
CORRECTLY BY SELECTING EXAMPLES OF PROPER PRONOUN USAGE. %6n

0106

BELOW ARE PAIRS OF SENTENCES, EACH ONE OF THE PAIR SHOWING EITHER  
A CORRECT OR INCORRECT USE OF A PRONOUN. FOR EACH PAIR, PLACE  
THE LETTER OF THE CORRECT SENTENCE IN THE BLANK PROVIDED.

0096

A. TOM AND ME WENT TO THE STORE.

1099

\*H. I SAW RALPH AND HIM YESTERDAY.

1099

\*A. MY BEST FRIENDS ARE HETH AND SHE.

1100

B. HENRY, JOHN, AND HIM ARE ON THE TEAM.

1100

MY UNCLE GAVE ALICE AND ME A DIME.

1101

B. STEVE AND THEM WENT SHOPPING.

1101

- |   |      |
|---|------|
| *A. IT WAS THEY WHO GAVE US THE MONEY.        | 1102 |
| B. SUE AND ME WENT ON A PICNIC.               | 1102 |
| *A. THE BOYS DISLIKED BEN AND US, TOO.        | 1103 |
| B. US GIRLS ARE GOING TO DECORATE THE HALL.   | 1103 |
| A. HE DROVE HIS FRIEND AND WE TO THE STATION. | 1104 |
| *B. WE CHILDREN LOVE THE CIRCUS.              | 1104 |

\*\*\*\*\*

THE STUDENT CAN RECOGNIZE PRONOUNS BY INDICATING THE NUMBER OF PRONOUNS IN GIVEN SENTENCES. %6	0121
--	------

CHOOSE THE CORRECT NUMBER OF PRONOUNS FOUND IN THE FOLLOWING SENTENCES.	0112
---	------

- |                                 |         |
|---------------------------------|---------|
| I SEE THEM. DONT YOU SHE CRIED. | 2101191 |
| A. 1                            | 2101191 |
| B. 2                            | 2101191 |
| C. 3                            | 2101191 |
| *D. 4                           | 2101191 |

- |                                      |         |
|--------------------------------------|---------|
| THEY SAID THAT YOU MUST SEE IT SOON. | 2101192 |
| A. 1                                 | 2101192 |
| B. 2                                 | 2101192 |
| *C. 3                                | 2101192 |
| D. 4                                 | 2101192 |

- |                               |         |
|-------------------------------|---------|
| EVERYBODY WANTS THEM TO COME. | 2101193 |
| A. 1                          | 2101193 |
| *B. 2                         | 2101193 |
| C. 3                          | 2101193 |
| D. 4                          | 2101193 |

- |                                |         |
|--------------------------------|---------|
| NOTHING CAN SCARE US. HE SAID. | 2101194 |
| A. 1                           | 2101194 |
| B. 2                           | 2101194 |
| *C. 3                          | 2101194 |
| D. 4                           | 2101194 |

- |   |         |
|---|---------|
| SHE WAS SOMEONE THAT WE HAD MET WITH HIM. | 2101195 |
| A. 1                                      | 2101195 |
| B. 2                                      | 2101195 |
| C. 3                                      | 2101195 |
| *D. 4                                     | 2101195 |

- |                  |         |
|------------------|---------|
| NOTHING IS HERE. | 2101196 |
| *A. 1            | 2101196 |
| B. 2             | 2101196 |
| C. 3             | 2101196 |
| D. 4             | 2101196 |

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF THE SENTENCE BY IDENTIFYING THE NECESSARY COMPONENTS OF A COMPLETE SENTENCE, DIFFERENTIATING BETWEEN COMPLETE SENTENCES AND SENTENCE FRAGMENTS, AND CONSTRUCTING COMPLETE SENTENCES. %47	0077
--	------

COMPLETE THE FOLLOWING STATEMENTS.

62

- A COMPLETE SENTENCE IS A GROUP OF WORDS CONTAINING A
- A. VERB AND IT EXPRESSES A COMPLETE THOUGHT. 2100788
  - B. SUBJECT AND IT EXPRESSES A COMPLETE THOUGHT. 2100788
  - C. SUBJECT AND ITS MODIFIERS AND IT EXPRESSES A COMPLETE THOUGHT. 2100788
  - D. VERB AND ITS SUBJECT AND IT EXPRESSES A COMPLETE THOUGHT. 2100788
- A SENTENCE CONSISTS OF TWO PARTS - THE SUBJECT AND THE
- A. PREPOSITIONAL PHRASES. 2100789
  - B. PREDICATE. 2100789
  - C. MODIFIERS. 2100789
  - D. PARTICIPLE. 2100789
- THE PREDICATE CONTAINS THE
- A. SENTENCES VERB. 2100790
  - B. SENTENCES SUBJECT. 2100790
  - C. TRUE MEANING OF THE SENTENCE. 2100790
  - D. SUBJECT OF THE ACTION. 2100790

PART OF EACH OF THE FOLLOWING SENTENCES IS IN PARENTHESES.  
CHOOSE

0063

- A. IF THE \*COMPLETE SUBJECT\* IS IN PARENTHESES.
  - B. IF THE \*COMPLETE PREDICATE\* IS IN PARENTHESES.
- FRANCES \*SANG THREE SONGS AT OUR CONCERT\*. \*B 2100791
- A TALL MAN \*ATTRACTED OUR ATTENTION\*. \*A 2100792
- UNDER THE PORCH RAN THE \*LITTLE KITTENS\*. \*A 2100793
- ISNT \*THIS\* A BEAUTIFUL DAY? \*A 2100794
- THE BIRDS WITH RED FEATHERS \*ARE CARDINALS\*. \*B 2100795
- GUN FLASHES \*COULD BE SEEN THROUGH THE DARKNESS\*. \*A 2100797
- ARE \*YOU\* GOING TO THE SHOW WITH US? \*A 2100798
- THREE MEN AND A BOY \*WERE LOST IN THE WOODS\*. \*B 2100799

PART OF EACH OF THE FOLLOWING SENTENCES IS IN PARENTHESES.  
CHOOSE

0064

- A. IF THE \*SIMPLE SUBJECT\* IS IN PARENTHESES.
  - B. IF THE \*SIMPLE PREDICATE\* IS IN PARENTHESES.
- HE \*BOUNDED\* FROM PLACE TO PLACE IN THE YARD. \*B 2100801
- EACH \*OF THE BUSHES WAS A HUGE MONSTER TO HIM\*. \*A 2100802
- THEIR LONG ARM-LIKE BRANCHES \*REACHED\* FOR HIM. \*B 2100803
- PERCE \*BARKING\* HOPEFULLY SHOWED HIS LACK OF FEAR. \*A 2100804
- NOTHING \*WOULD MAKE\* THE MONSTERS RETREAT. \*B 2100805
- NOTHING \*WOULD SCARE THEM AWAY\*. \*A 2100806

ONE \*POUNCE\* HAD THE NEW VICTIM CONQUERED. \*A 2100808

VICTORY \*IS\* EASY WITH THE RIGHT ENEMY. \*B 2100809

FIND THE SIMPLE SUBJECT OF EACH OF THE FOLLOWING SENTENCES BY ASKING THE \*VERB IN PARENTHESES\*, WHO OR WHAT DID IT? MARK YOUR CHOICE. 0065

JOHN \*RAN\* TO THE BUS STOP. 2100810  
\*A. JOHN 2100810  
B. TO 2100810  
C. BUS 2100810  
D. STOP 2100810

DOWN THE BUSY STREET IT \*CAME\*. 2100811  
A. DOWN 2100811  
B. BUSY 2100811  
C. STREET 2100811  
\*D. IT 2100811

WHAT \*WOULD\* HAPPEN TO HIM NOW? 2100813  
\*A. WHAT 2100813  
B. TO 2100813  
C. HIM 2100813  
D. NOW 2100813

SUDDENLY THERE IN THE GUTTER HE \*SPIED\* A QUARTER. 2100814  
A. THERE 2100814  
B. GUTTER 2100814  
\*C. HE. 2100814  
D. QUARTER 2100814

CHOOSE 60  
A. IF THE FOLLOWING IS A COMPLETE SENTENCE.  
B. IF IT IS A SENTENCE FRAGMENT.

OUR LITTLE BROWN AND WHITE SPANIEL. \*B 2100815

ALL AROUND US ROSE THE SNOW-CAPPED PEAKS. \*A 2100816

THE NEW CARS ARE FASTER AND SAFER. \*A 2100817

WENT SWIMMING IN THE SMITHS POOL. \*B 2100818

INTO THE DEEP END WENT THE GIRLS. \*A 2100819

PLEASE SHUT THE DOOR. \*A 2100820

DANCED GRACEFULLY ACROSS THE STAGE WITH HER PARTNER. \*B 2100821

THE NEIGHBORHOOD KIDS WITH ALL THEIR PETS. \*B 2100822

RUNNING SOLDIERS IN FULL BATTLE GEAR. \*B 2100823

WEATHER-BEATEN AND HAPPY WERE THE RETURNING CAMPERS. \*A 2100824

CHOOSE ONE ANSWER FOR EACH OF THE FOLLOWING GROUPS OF WORDS. 0067

- A. IF IT IS A COMPLETE SENTENCE  
B. IF A SUBJECT IS NEEDED  
C. IF A PREDICATE OR VERB IS NEEDED



D. IF BOTH A SUBJECT AND PREDICATE ARE NEEDED  
 TOM CALLED FOR HELP. \*A 2100825  
 WITH ALL OF HIS STRENGTH. \*D 2100826  
 AN STUMBLING THROUGH THE UNDERBRUSH. \*B 2100828  
 HE RAGING FIRE BEHIND HIM. \*C 2100829

\*\*\*\*\*

USED ON HIS KNOWLEDGE OF THE BASIC SIMPLE SENTENCES AND THE USE 0221  
 CONNECTORS, THE STUDENT CAN RECOGNIZE COMPOUND SENTENCES BY  
 IDENTIFYING WHICH SENTENCE IN A GROUP IS \*NOT\* A COMPOUND  
 SENTENCE. %10

WHICH OF THE FOLLOWING IS \*NOT\* A COMPOUND SENTENCE 2102133  
 A. GIVE ME THAT BOOK OR ILL HIT YOU 2102133  
 B. SHE WOULDNT GIVE ME THE BOOK, SO I HIT HER. 2102133  
 \*C. WHEN SHE GAVE ME THE BOOK, I HIT HER. 2102133  
 D. GIVE ME THE BOOK AND ILL HIT YOU 2102133

\*\*\*\*\*

GIVEN A SENTENCE, THE STUDENT WILL RECOGNIZE THAT TOO MANY 0223  
 CONNECTORS IN A SENTENCE MAKES WRITING DIFFICULT TO READ BY  
 CHOOSING THE BEST REVISION OF THE SENTENCE. %10

IF WENT FISHING AND WE CAUGHT SOME PERCH AND THEY WERE THREE 2102135  
 INCHES LONG BUT WE HAD TO THROW THEM BACK OR THE GAME WARDEN 2102135  
 WOULD HAVE GIVEN US A FINE. 2102135  
 A. WE WENT FISHING AND WE CAUGHT SOME PERCH AND THEY WERE THREE. 2102135  
 INCHES LONG. WE HAD TO THROW THEM BACK. THE GAME WARDEN 2102135  
 WOULD HAVE GIVEN US A FINE. 2102135  
 \*B. WHEN WE WENT FISHING, WE CAUGHT SOME PERCH THAT WERE THREE 2102135  
 INCHES LONG, BUT WE HAD TO THROW THEM BACK OR THE GAME 2102135  
 WARDEN WOULD HAVE GIVEN US A FINE. 2102135  
 C. WE WENT FISHING, CAUGHT SOME PERCH THAT WERE THREE INCHES LONG, 2102135  
 AND THREW THEM BACK. THE GAME WARDEN WOULD HAVE GIVEN US A 2102135  
 FINE. 2102135

\*\*\*\*\*

THE STUDENT CAN DEMONSTRATE A KNOWLEDGE OF USING NEGATIVE WORDS 0031  
 CORRECTLY IN A SENTENCE BY CHOOSING THE INCORRECT TRANSFORMATION  
 OF A POSITIVE SENTENCE TO A NEGATIVE SENTENCE. %80

DIRECTIONS 23  
 FOR EACH QUESTION, MARK THE \*WRONG\* WAY OF CHANGING THE GIVEN  
 SENTENCE TO A NEGATIVE SENTENCE.

THERE IS SOME WATER IN THE BIRD BATH. 2100279  
 A. THERE ISNT ANY WATER IN THE BIRD BATH. 2100279  
 B. THERE IS NO WATER IN THE BIRD BATH. 2100279  
 \*C. THERE ISNT NO WATER IN THE BIRD BATH. 2100279  
 D. NO WATER IS IN THE BIRD BATH. 2100279

WE HAVE LIBRARY BOOKS IN OUR ROOM. 2100280  
 \*A. WE HAVENT NO LIBRARY BOOKS IN OUR ROOM. 2100280  
 B. WE HAVE NO LIBRARY BOOKS IN OUR ROOM. 2100280  
 C. WE HAVENT ANY LIBRARY BOOKS IN OUR ROOM. 2100280  
 D. WE HAVE NOT ONE LIBRARY BOOK IN OUR ROOM. 2100280

OUR ROOM WILL BE OPENED SOME TIME TODAY. 2100281  
 A. OUR ROOM WONT BE OPENED ANY TIME TODAY. 2100281  
 B. OUR ROOM WILL NOT BE OPENED ANY TIME TODAY. 2100281  
 C. OUR ROOM ISNT GOING TO BE OPENED ANY TIME TODAY. 2100281  
 \*D. OUR ROOM WONT BE OPENED NO TIME TODAY. 2100281

JOE DOES EVERYTHING WELL. 2100282  
 A. JOE DOESNT DO ANYTHING WELL. 2100282  
 B. JOE DOESNT DO EVERYTHING WELL. 2100282  
 \*C. JOE DOESNT DO NOTHING WELL. 2100282  
 D. JOE DOES NOTHING WELL. 2100282

DO THAT AGAIN. 2100283  
 \*A. DONT DO THAT NEVER AGAIN. 2100283  
 B. DONT FVER DO THAT AGAIN. 2100283  
 C. NEVER DO THAT AGAIN. 2100283  
 D. NEVER AGAIN DO THAT. 2100283

IS THERE ANYTHING LEFT? 2100284  
 A. ISNT THERE ANYTHING LEFT? 2100284  
 B. IS THERE NOTHING LEFT? 2100284  
 \*C. ISNT ANYTHING NOT LEFT? 2100284  
 D. IS SOMETHING NOT LEFT? 2100284

I HAVE TRAVELED BY PLANE. 2100285  
 A. I HAVENT EVER TRAVELED BY PLANE. 2100285  
 \*B. I HAVE NEVER TRAVELED BY NO PLANE. 2100285  
 C. I HAVE NOT EVER TRAVELED BY PLANE. 2100285  
 D. I HAVE NOT TRAVELED BY PLANE EVER. 2100285

THAT IS THE RIGHT WAY TO DO IT. 2100286  
 \*A. THAT ISNT THE RIGHT WAY TO NOT DO IT. 2100286  
 B. THAT IS NOT THE RIGHT WAY TO DO IT. 2100286  
 C. THE RIGHT WAY TO DO IT IS NOT THAT. 2100286  
 D. THAT IS THE INCORRECT WAY TO DO IT. 2100286

\*\*\*\*\*

THE STUDENT WILL RECOGNIZE SENTENCES IN FOUR PATTERNS, N-V, 0147  
 N-V-N, N-LV-ADJ. AND N-LV-N BY IDENTIFYING EACH IN A SENTENCE.  
 %100

DIRECTIONS - FOR EACH ITEM, SELECT THE APPROPRIATE LETTER TO IN- 0145  
 DICATE THE CORRECT SENTENCE PATTERN.

- A. N-V
- B. N-V-N
- C. N-LV-ADJ
- D. N-LV-N

A GOOD ATHLETE FOLLOWS REGULATIONS. \*A 2101490

THEIR DAUGHTER ATTENDED A SPANISH WORKSHOP LAST YEAR. \*B 2101491

ASPIRING PHYSICIANS BEGIN THEIR CAREER IN MEDICAL SCHOOL. \*B 2101492

ABLE STUDENTS WORK QUICKLY.      *A	2101493
SECRETARIES SHOULD BE COURTEOUS, DEPENDABLE, AND SKILLED GIRLS.      *C	2101494
MOST LAWYERS ARE MEN.      *D	2101495
MOST COLLEGE GRADUATES HAVE PASSED DIFFICULT EXAMINATIONS.      *B	2101496
AN ARTIST'S HANDS SHOULD BE STEADY.      *C	2101497
A TEACHER NEEDS A BACKGROUND IN LIBERAL ARTS.      *B	2101498
MRS. THOMAS WAS A NURSE.      *D	2101499

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE COMPREHENSION OF SENTENCE PATTERNS BY IDENTIFYING THE SENTENCE PATTERNS SHOWN IN GIVEN SENTENCES.      0183

READ THE SENTENCES BELOW. DECIDE WHAT SENTENCE PATTERN - IF ANY - THE SENTENCE SHOWS. WRITE THE LETTER OF THE ANSWER YOU CHOOSE IN THE SPACE PROVIDED.      0188

- A. A N-V SENTENCE PATTERN
- B. A N-V-N SENTENCE PATTERN
- C. NEITHER OF THESE PATTERNS IS CORRECT

THE MAN ATE QUICKLY.      *A	2101856
GEORGE ATE SLOWLY.      *A	2101857
HURRY UP.      *C	2101858
THE CAT CHASED THE DOG.      *B	2101859
NINE BOYS AND GIRLS DANCED AT THE PARTY.      *A	2101860
THE TEAM WON THE GAME IN THE LAST INNING.      *B	2101861
STRONG WINDS DAMAGED THE OLD BARN.      *B	2101862
GET THE PICNIC BASKET.      *C	2101863
PLEASE OPEN THE WINDOWS.      *C	2101864
THE CHOIR SANG FOR THE CHURCH SERVICE.      *A	2101865

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE COMPREHENSION OF SENTENCE PATTERNS BY SELECTING A SENTENCE FROM A GROUP THAT SHOWS A SPECIFIC SENTENCE PATTERN.      0184

WHICH OF THE SENTENCES BELOW HAS THE N-V SENTENCE PATTERN?      0189

- A. THE MAN HURRIED HOME AFTER THE STORM.      2101866
- B. THE WOMEN ATE THE CAKE QUICKLY.      2101866
- C. SARAH FOUND A DIME ON THE PATH.      2101866

- A. CAROL LOST HER BICYCLE AT SCHOOL. 2101867
- \*B. THE LEAVES FELL TO THE GROUND. 2101867
- C. JOE PLAYS FOOTBALL. 2101867
- \*A. PEOPLE WAITED IN LINE. 2101868
- B. THE MAN WROTE A STORY. 2101868
- C. HURRY OVER AFTER SCHOOL. 2101868
- A. THE CHILDREN TOOK SWIMMING LESSONS AFTER SCHOOL. 2101869
- B. THE MAN SUPPLIED THE CANDY FOR THE PARTY. 2101869
- \*C. THE TELEPHONE RANG AFTER BREAKFAST. 2101869
- \*A. THE CANOE CAPSIZED IN THE ROUGH, ROUGH WATERS. 2101870
- B. THE ARTIST DREW SKETCHES VERY QUICKLY. 2101870
- C. PASS THE BUTTER PLEASE. 2101870

WHICH OF THE SENTENCES BELOW SHOWS THE N-V-N SENTENCE PATTERN

0190

- A. JOHN SHOUTED LOUDLY. 2101871
- B. EAT YOUR VEGETABLES NOW. 2101871
- \*C. THE REPORTER WROTE A STORY. 2101871
- A. THE RIVER OVERFLOWED IN THE SPRING. 2101872
- \*B. THE CHILDREN MADE A SNOWMAN. 2101872
- C. BUY THAT TOY NOW. 2101872
- \*A. THE GIRLS ARE MAKING APRONS. 2101873
- B. THE FIREMEN ARRIVED ON TIME. 2101873
- C. INDIANS DANCED LATE AT NIGHT. 2101873

\*\*\*\*\*

GIVEN A SERIES OF SENTENCES, THE STUDENT WILL UNDERSTAND  
SENTENCE PATTERNS SV, SVO, AND SLVC BY IDENTIFYING THE PATTERNS AND  
A SENTENCE WITH A DIFFERENT PATTERN. 230

0217

# DIRECTIONS

235

IN THE FOLLOWING GROUPS OF SENTENCES, CHOOSE THE SENTENCE THAT IS  
\*DIFFERENT\* FROM THE REST.

- A. JOHN CAUGHT THE CARELESSLY THROWN BALL. 2102107
- B. MARY LOVES MEAT. 2102107
- C. HE WATCHED THE CLOUDS. 2102107
- \*D. HE FELL. 2102107
- \*A. JAN BOUGHT A CHOCOLATE SODA. 2102108
- B. THE PIG ATE GREEDILY. 2102108
- C. THE OLD DOG WALKED SLOWLY. 2102108
- D. SHE SNEEZES LOUDLY. 2102108
- A. JOHN IS MY BROTHER. 2102109
- B. HE FEELS ILL. 2102109
- \*C. HE WALKED MARY HOME. 2102109
- D. THE PEACHES WERE JUICY. 2102109
- A. SHE WASHED HER HAIR YESTERDAY. 2102110
- B. THE TEACHER BROKE HIS RULER. 2102110
- \*C. HER HAIR IS RED. 2102110
- D. HE MUST CUT THE GRASS EVERY WEEKEND. 2102110

## DIRECTIONS

CLASSIFY THE FOLLOWING SENTENCES ACCORDING TO EXAMPLES OF THEIR PATTERNS BY PLACING EACH SENTENCE UNDER THE PROPER GROUPING.

GROUP A SENTENCES    GROUP B SENTENCES    GROUP C SENTENCES

• THE MAN FED THE CAT.. PILL DRIVES FAST. • JIM IS A LEADER.

A. GROUP A  
B. GROUP B  
C. GROUP C

HER HAIR IS BROWN. \*C 2102111

MP. SMITH WAITED IMPATIENTLY. \*R 210211Z

HIS SOCKS ALWAYS SLIDE INTO HIS SHOE. \*A 2102113

MARY IS THE NEW GIRL IN OUR CLASS. \*C 2102114

THEY PAINTED THE WALLS ORANGE. \*A 2102115

THE SIREN WAILED LOUDLY. \*B 2102116

SHE CRIES EASILY. \*R 2102117

HE RODE HIS NEW BIKE TODAY. \*A 2102118

MY PEN IS BROKEN. \*C 2102119

CHOOSE THE PATTERN FOR EACH OF THE FOLLOWING STATEMENTS. 0237

A. IF THE PATTERN IS "SV

R. IF THE PATTERN IS SVO

C. IF THE PATTERN IS SLVC

CAPTAIN SMITH MARRIED POCOHANTAS. #B 2102120

HIS NAME WAS JOHN. #C 2102121

THEY LIVED IN ENGLAND FOR MANY YEARS. \*A\* 2102122

WE PAINTED OUR HOUSE YESTERDAY. #R 2102123

THIS BOOK IS MOTHERS. \*C 2102124

THE MEN LOST THE GAME. #B 2102125

THE DOG FELL IN A HEAP ON THE FLOOR. \*A 2102126

THE TEAM IN THE BLUE JERSEYS LOST. \*A 2102127

SHE LOST HER HISTORY BOOK. \*B 2102128

\*\*\*\*\*

THE STUDENT WILL RECALL THE CHARACTERISTICS OF FOUR KINDS OF SENTENCES BY MATCHING THEM WITH THE CORRECT DEFINITIONS. #8

0025

- A. A DECLARATIVE SENTENCE
- B. AN INTERROGATIVE SENTENCE
- C. AN IMPERATIVE SENTENCE
- D. AN EXCLAMATORY SENTENCE
- E. MORE THAN ONE OF THE ABOVE

19

A SENTENCE THAT ASKS A QUESTION IS \*B

2100211

A SENTENCE THAT MAKES A STATEMENT IS \*A

2100212

THE SUBJECT USUALLY COMES AFTER THE VERB, OR BETWEEN THE HELPING VERB AND THE MAIN VERB IN \*B

2100213

2100213

A SENTENCE THAT SHOWS STRONG FEELING OR EMOTION IS \*D

2100214

THE SUBJECT USUALLY COMES BEFORE THE VERB IN \*E

2100215

A COMMAND OR A REQUEST IS \*C

2100216

A SENTENCE THAT ENDS IN A PERIOD IS \*E

2100217

THE SUBJECT OF THE SENTENCE IS YOU UNDERSTOOD IN \*C

2100218

\*\*\*\*\*

THE STUDENT WILL RECOGNIZE THE DISTINCTION BETWEEN DECLARATIVE, IMPERATIVE, INTERROGATIVE AND EXCLAMATORY SENTENCES BY IDENTIFYING THE CORRECT SENTENCE TYPE FOR A GIVEN SENTENCE. #9

0151

#### DIRECTIONS

SELECT FROM THE FOLLOWING LIST THE APPROPRIATE DEFINITION.

152

- A. DECLARATIVE
- B. IMPERATIVE
- C. INTERROGATIVE
- D. EXCLAMATORY

THE STUDENT WILL BE DISMISSED EARLY. \*A

2101539

THE RAIN CANCELLED THE PLANS FOR THE OUTING. \*A

2101540

DO YOU REMEMBER WHO CALLED LAST NIGHT? \*C

2101541

I DEMAND THAT YOU COME HERE! \*B

2101542

MANY BOOKS WERE PURCHASED FOR THE LIBRARY. \*A

2101543

HOW MANY TIMES HAVE I TOLD YOU THAT? \*C

2101544

WATCH OUT! \*D

2101545

CLOSE THE DOOR. \*B

2101547



HE COAT WAS PURCHASED LAST YEAR. \*A

2101548

\*\*\*\*\*  
THE STUDENT WILL RECOGNIZE THE FOUR TYPES OF SENTENCES BY  
CHOOSING CORRECT ENDING PUNCTUATION. #30

0203

COMPLETE THE FOLLOWING STATEMENTS BY CHOOSING THE CORRECT ANSWER.

0215

AT THE END OF AN INTERROGATIVE SENTENCE

2102025

A. AN EXCLAMATION MARK IS NEEDED.

2102025

B. A PERIOD IS NEEDED.

2102025

\*C. A QUESTION MARK IS NEEDED.

2102025

AT THE END OF AN IMPERATIVE SENTENCE

2102026

A. AN EXCLAMATION MARK IS NEEDED.

2102026

\*B. A PERIOD IS NEEDED.

2102026

C. A QUESTION MARK IS NEEDED.

2102026

AT THE END OF AN EXCLAMATORY SENTENCE

2102027

\*A. AN EXCLAMATION MARK IS NEEDED.

2102027

B. A PERIOD IS NEEDED.

2102027

C. A QUESTION MARK IS NEEDED.

2102027

\*\*\*\*\*  
GIVEN A THOUGHT TO CONVEY AND A SITUATION, THE STUDENT WILL  
ANALYZE SENTENCE TYPE USAGE BY CHOOSING THE MOST APPROPRIATE TYPE.  
#100

0193

READ EACH SITUATION BELOW. DECIDE WHICH ONE OF THE FOUR TYPES OF  
SENTENCES COULD BEST CONVEY THE THOUGHT IN THAT GIVEN SITUATION.

0198

- A. COMMAND
- B. QUESTION
- C. EXCLAMATION
- D. STATEMENT

MAN IS LOOKING OUT HIS WINDOW AND SEES A TRUCK ABOUT TO HIT A  
LITTLE BOY ON A BICYCLE. HE SHOUTS A WARNING OUT THE WINDOW. \*C

2101953

2101953

THE ONLY CLOCK IN THE ROOM IS NOT WORKING AND THE TEACHER DOES  
NOT HAVE ON A WATCH. SHE WANTS TO KNOW WHAT TIME IT IS. \*B

2101954

2101954

JOHN WANTS TO TELL HIS FRIEND HOW MANY RUNS HIS TEAM MADE AT THE  
GAME LAST FRIDAY. \*D

2101955

2101955

MRS. SMITH NOTICES THE FRONT DOOR IS OPEN. SHE TELLS HER  
DAUGHTER TO CLOSE IT. \*A

2101956

2101956

ED HAS BEEN TOLD THAT HE HAS SEVERAL JOBS TO DO THIS SATURDAY  
MORNING. HIS FIRST JOB WAS TO MOW THE YARD. HE HAS FINISHED  
THIS AND WANTS TO KNOW WHAT HIS NEXT JOB WILL BE. \*B

2101957

2101957

2101957

SUE HAS JUST MOVED INTO A NEW NEIGHBORHOOD. SHE MEETS CAROL, WHO  
ASKS SUE WHERE SHE LIVED BEFORE. SUE TELLS HER THAT SHE LIVED IN  
TWO DIFFERENT CITIES. \*D

2101958

2101958

2101958

WALKING ACROSS HIS YARD ON HIS NEW GRASS. HE TELLS THE BOYS TO  
STAY OFF OF HIS GRASS BECAUSE HE JUST PLANTED IT. \*A

2101959

2101959

MARY MISSED THREE PROBLEMS ON HER ARITHMETIC PAPER. SHE DOES NOT  
UNDERSTAND WHY THEY WERE MARKED INCORRECT. SHE WANTS TO KNOW  
WHY THEY WERE MARKED WRONG. \*B

2101960

2101960

2101960

TEDES TEAM WAS TIED FOR FIRST PLACE. THEY HAD A PLAY OFF GAME.  
HIS TEAM WON THE CHAMPIONSHIP. HE RAN ALL THE WAY HOME TO TELL  
HIS PARENTS THAT HIS TEAM HAD WON. \*C

2101961

2101961

2101961

TOMMY HAD LEFT HIS TOYS AND BICYCLE ON THE FRONT YARD. HIS  
FATHER CAME HOME FROM WORK AND TOLD TOMMY TO PICK UP HIS TOYS AND  
BICYCLE BEFORE DINNER. \*A

2101962

2101962

2101962

\*\*\*\*\*

THE STUDENT WILL RECOGNIZE SENTENCE PARTS BY IDENTIFYING A GIVEN  
WORD IN A SENTENCE AS EITHER A SUBJECT, OBJECT OF A VERB OR  
PREPOSITION, OR COMPLEMENT. \*B

0239

DIRECTIONS - DECIDE HOW THE STARRED WORD OR WORDS IS USED IN THE  
SENTENCE AND MARK THE CORRECT ANSWER.

THEY SAW IT FROM \*A RIDGE\*.

2102272

A. SUBJECT

2102272

B. OBJECT OF A VERB

2102272

\*C. OBJECT OF A PREPOSITION

2102272

D. COMPLEMENT

2102272

HENSON HELPED \*HIM\*.

2102273

A. SUBJECT

2102273

\*B. OBJECT OF A VERB

2102273

C. OBJECT OF A PREPOSITION

2102273

D. COMPLEMENT

2102273

\*PEARY\* REACHED HIS GOAL.

2102274

A. SUBJECT

2102274

B. OBJECT OF A VERB

2102274

C. OBJECT OF A PREPOSITION

2102274

D. COMPLEMENT

2102274

THEY USE \*DOGS\*.

2102275

A. SUBJECT

2102275

\*B. OBJECT OF A VERB

2102275

C. OBJECT OF A PREPOSITION

2102275

D. COMPLEMENT

2102275

THE FOOD WAS ON \*THE SLED\*.

2102276

A. SUBJECT

2102276

B. OBJECT OF A VERB

2102276

\*C. OBJECT OF A PREPOSITION

2102276

D. COMPLEMENT

2102276

HIS FATHER IS \*A POLICEMAN\*.

2102277

A. SUBJECT

2102277

B. OBJECT OF A VERB

2102277

C. OBJECT OF A PREPOSITION

2102277

\*D. COMPLEMENT

2102277

HIS CAR IS IN \*THE ALLEY\*.  
 A. SUBJECT  
 B. OBJECT OF A VERB  
 \*C. OBJECT OF A PREPOSITION  
 D. COMPLEMENT

2102278  
 2102278  
 2102278  
 2102278  
 2102278

\*THESE ANIMALS\* ARE WOOD CHUCKS.  
 \*A. SUBJECT  
 B. OBJECT OF A VERB  
 C. OBJECT OF A PREPOSITION  
 D. COMPLEMENT

2102279  
 2102279  
 2102279  
 2102279  
 2102279

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF SUBJECT AND VERB AGREEMENT BY CHOOSING A VERB TO AGREE IN NUMBER WITH A GIVEN SUBJECT. #150

0079

DIRECTIONS - DECIDE WHICH OF THE VERBS SHOULD BE USED TO AGREE WITH A GIVEN SUBJECT.

0070

CHILDREN  
 \*A. ASK  
 B. ASKS

2100851  
 2100851  
 2100851

MANY  
 A. HAS  
 \*B. HAVE

2100852  
 2100852  
 2100852

ONE  
 A. SEEM  
 \*B. SEEMS

2100853  
 2100853  
 2100853

EACH  
 A. BELIEVE  
 \*B. BELIEVES

2100854  
 2100854  
 2100854

BOTH  
 \*A. PLAY  
 B. PLAYS

2100855  
 2100855  
 2100855

EITHER  
 \*A. WAS  
 B. WERE

2100856  
 2100856  
 2100856

ANYONE  
 A. LEAVE  
 \*B. LEAVES

2100857  
 2100857  
 2100857

BOOKS  
 \*A. APPEAR  
 B. APPEALS

2100858  
 2100858  
 2100858

NO ONE  
 A. APPEAR  
 \*B. APPEARS

2100859  
 2100859  
 2100859

W  
 A. GO  
 B. GOES

2100860  
 2100860  
 2100860

WOMEN

- A. IS
- \*R. ARE

2100861  
2100861  
2100861

NEITHER

- A. LOOK
- \*R. LOOKS

2100862  
2100862  
2100862

SEVERAL

- \*A. USE
- R. USES

2100863  
2100863  
2100863

SOMEBODY

- A. WORK
- \*R. WORKS

2100864  
2100864  
2100864

ANYBODY

- A. LOSE
- \*R. LOSES

2100865  
2100865  
2100865

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE THAT \*MOST\* COMPOUND  
SUBJECTS TAKE PLURAL VERBS BY SELECTING THE CORRECT VERB FORMS  
TO BE USED WITH SELECTED COMPOUND SUBJECTS. %50

0080

DIRECTIONS - DECIDE WHICH OF THE VERBS SHOULD BE USED  
TO AGREE WITH THE COMPOUND SUBJECT IN EACH OF THE  
FOLLOWING SENTENCES.

0071

HE AND JOE FIGHTING.

- A. WAS
- \*R. WERE

2100866  
2100866  
2100866

THE CAR AND THE TRAIN NOT YET OUTMODED.

- \*A. ARE
- R. IS

2100867  
2100867  
2100867

THE BEGINNING AND THE END OF YOUR STORY INTERESTING.

- A. IS
- \*R. ARE

2100868  
2100868  
2100868

THE PRESIDENT AND THE SECRETARY OF OUR CLUB TO US FOR CO-  
OPERATION.

- \*A. APPEAL
- R. APPEALS

2100869  
2100869  
2100869  
2100869

MRS. SMITH AND HER DAUGHTER UPSET BY THE NEWS.

- \*A. SEEM
- R. SEEMS

2100870  
2100870  
2100870

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE HIS UNDERSTANDING THAT SINGULAR SUB-  
JECTS JOINED BY \*OR\* OR \*NOR\* ARE SINGULAR AND TAKE SINGULAR  
VERBS BY SELECTING THE CORRECT VERB FORM. %50

0081

DIRECTIONS - DECIDE WHICH OF THE VERBS SHOULD BE USED TO AGREE

0072

WITH THE SUBJECT IN EACH OF THE FOLLOWING SENTENCES.  
MARK THE LETTER OF YOUR CHOICE IN THE SPACE  
PROVIDED.

EITHER FRED OR JERRY COMING.

- \*A. IS
- R. ARE

2100871  
2100871  
2100871

NEITHER HELEN NOR JANE HERE.

- A. WORK
- \*B. WORKS

2100872  
2100872  
2100872

NEITHER THE PRESIDENT NOR HIS SECRETARY  
DATE.

HIGHLY OF THE CAND-

- \*A. SPEAKS
- R. SPEAK

2100873  
2100873  
2100873  
2100873

EITHER THE DOG OR THE CAT WHEN YOU OPEN THE COOKIE JAR.

- A. COME
- \*R. COMES

2100874  
2100874  
2100874

NEITHER THE BOYS NOR THE GIRLS CARROTS.

- \*A. EAT
- R. EATS

2100875  
2100875  
2100875

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF THE PREDICATE OF A  
SENTENCE BY INDICATING WHETHER A GIVEN SENTENCE HAS A CORRECT  
SEPARATION OF THE SUBJECT AND PREDICATE. #100

0191

READ THE SENTENCES BELOW. DECIDE IF THE SLASH MARK SEPARATING  
THE SUBJECT AND THE PREDICATE IS CORRECTLY PLACED OR NOT. IF YOU  
THINK IT IS CORRECTLY PLACED USE ANSWER \*A\* IN THE SPACE  
PROVIDED. IF YOU THINK THE SLASH IS \*INCORRECTLY\* PLACED, MARK  
\*B\* IN THE SPACE PROVIDED.

0196

- A. SENTENCE IS CORRECT AS WRITTEN.
- R. SENTENCE IS \*INCORRECT\* AS WRITTEN.

BANANAS / GROW ONLY IN HOT WET LANDS. \*A

2101933

LITTER COVERED / THE BACKYARD. \*B

2101934

THE INDIANS TRADED / FURS FOR FIREARMS. \*B

2101935

THE ASTRONAUT / WALKED IN SPACE. \*A

2101936

A BOBCAT WAS / CAUGHT IN THE TRAP. \*B

2101937

LITTLE JOE / GRINNED AT EVERYBODY. \*A

2101938

THE BIG DOOR / SLAMMED NOISILY BEHIND HIM. \*A

2101939

THE NEW RED TRUCK CARRIED / LONG STEEL BEAMS TO THE CITY \*B

2101940

JOHN AND BETTY RODE / HOME TOGETHER. \*B

2101941

N / CUT DOWN TREES IN THE PARK. \*A

1942

\*\*\*\*\*  
 THE STUDENT WILL RECOGNIZE STRUCTURE WORDS %DETERMINERS,  
 CONNECTORS, PREPOSITIONS AND SOMETIMES PRONOUNS IN SENTENCES BY  
 INDICATING WHETHER A GIVEN SENTENCE CONTAINS STRUCTURE WORDS. %5

0219

DIRECTIONS

239

SOME OF THE FOLLOWING STATEMENTS CONTAIN STRUCTURE WORDS AND SOME  
 DO \*NOT\* CONTAIN STRUCTURE WORDS.  
 CHOOSE

- A. IF THEY DO CONTAIN STRUCTURE WORDS.
- B. IF THEY DO \*NOT\* CONTAIN STRUCTURE WORDS.

THEY GREW PEAS, CORN, POTATOES. \*B

2102101

THEY ALSO GREW FLOWERS AND PLANTS. \*A

2102102

JIM IS A BOY SCOUT. \*A

2102103

SHE WENT HOME EARLY. \*B

2102104

CAN YOU EXPLAIN? \*B

2102105

\*\*\*\*\*  
 THE STUDENT CAN DEMONSTRATE COMPREHENSION OF THE SIMPLE SUBJECT OF  
 A SENTENCE BY SELECTING IT IN A SENTENCE. %5

0008

FIND THE SIMPLE SUBJECT IN EACH SENTENCE.

12

JANES UNCLE SENT HER A PRESENT.

76

- A. JANE
- \*B. UNCLE
- C. PRESENT
- D. JANES UNCLE
- F. SENT HER A PRESENT

2100076  
 2100076  
 2100076  
 2100076  
 2100076

THE COWS WERE GRAZING IN THE FIELD ALL DAY.

2100077

- A. THE COWS
- B. FIELD
- \*C. COWS
- D. ALL DAY

2100077  
 2100077  
 2100077  
 2100077

THE FAN BLEW COOL AIR ALL OVER THE ROOM.

2100078

- \*A. FAN
- B. AIR
- C. COOL AIR
- D. ROOM

2100078  
 2100078  
 2100078  
 2100078

IS JENNY HAVING ANOTHER PIECE OF PIE?

2100079

- A. PIE
- B. PIECE
- \*C. JENNY
- D. PIECE OF PIE

2100079  
 2100079  
 2100079  
 2100079

ARE YOUR NEIGHBORS TAKING THEIR VACATION NEXT WEEK?

2100080

- A. VACATION
- B. WEEK
- C. TAKING
- \*D. NEIGHBORS

2100080  
 2100080  
 2100080  
 2100080



\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE COMPREHENSION OF THE SUBJECT OF A SENTENCE BY IDENTIFYING THE SUBJECT IN A GIVEN SENTENCE. 2108 0190

READ THE SENTENCES BELOW AND DECIDE WHICH OF THE WORD OR WORDS IS THE SUBJECT. SELECT THE BEST ANSWER FROM THE CHOICES BELOW EACH SENTENCE. 0195

NINE-BOYS RACED ACROSS THE FIELD TO THE LOCKER ROOM. 2101923  
A. FIELD 2101923  
B. RACED 2101923  
C. NINE 2101923  
\*D. BOYS 2101923

CHILDREN PLAYED IN THE STREET AND ON THE SIDEWALKS DURING THE SUMMER. 2101924  
A. STREET 2101924  
\*B. CHILDREN 2101924  
C. SIDEWALKS 2101924  
D. SUMMER 2101924

JUNE 14 IS FLAG DAY. 2101925  
A. FLAG 2101925  
B. DAY 2101925  
\*C. JUNE 14 2101925  
D. IS 2101925

TERRY AND I HAVE GIVEN MONEY AND GIFTS TO THE RED CROSS. 2101926  
A. MONEY AND GIFTS 2101926  
B. RED CROSS 2101926  
C. HAVE GIVEN 2101926  
\*D. TERRY AND I 2101926

OUR TEACHER READ THE BOOK \*THE MYSTERY OF THE DIAMOND NECKLACE\* TO THE CLASS LAST YEAR. 2101927  
\*A. TEACHER 2101927  
B. READ 2101927  
C. BOOK 2101927  
D. CLASS 2101927

THE IRISH WEAR GREEN ON ST. PATRICKS DAY. 2101928  
A. WEAR 2101928  
\*B. IRISH 2101928  
C. GREEN 2101928  
D. ST. PATRICKS DAY 2101928

THE MISSISSIPPI RIVER IS JOINED BY MORE THAN 250 OTHER STREAMS AND RIVERS. 2101929  
A. JOINED 2101929  
B. STREAMS 2101929  
C. RIVERS 2101929  
\*D. MISSISSIPPI RIVER 2101929

DR. JOHNSON AND HIS NURSE HELPED THE PATIENT GET INTO THE WHEEL CHAIR. 2101930  
A. WHEEL CHAIR 2101930  
B. PATIENT GET 2101930  
\*C. DR. JOHNSON AND HIS NURSE 2101930

D. DR. JOHNSON

2101930

LIBRARY BOOKS AND NEWS MAGAZINES ARE FUN TO READ.

2101931

A. LIBRARY BOOKS

2101931

B. FUN

2101931

C. NEWS MAGAZINES

2101931

\*D. BOOKS AND MAGAZINES

2101931

THE SUIT CAME BACK FROM THE CLEANERS ON FRIDAY.

2101932

A. FRIDAY

2101932

B. CLEANERS

2101932

\*C. SUIT

2101932

D. CAME BACK

2101932

\*\*\*\*\*  
THE STUDENT WILL DEMONSTRATE UNDERSTANDING OF SUBJECTS, PREDICATES,  
OBJECTS OF VERBS, OBJECTS OF PREPOSITIONS, AND COMPLEMENTS BY  
CATEGORIZING SPECIFIED WORDS IN SENTENCES. #16

0122

CHOOSE HOW THE STARRED WORDS ARE USED IN THE FOLLOWING GROUPS OF  
SENTENCES.

0113

IT IS \*THE DESK\*.

2101198

A. SUBJECT

2101198

B. OBJECT OF A VERB

2101198

C. OBJECT OF A PREPOSITION

2101198

\*D. COMPLEMENT

2101198

\*THE DESK\* IS OLD.

2101199

\*A. SUBJECT

2101199

B. OBJECT OF A VERB

2101199

C. OBJECT OF A PREPOSITION

2101199

D. COMPLEMENT

2101199

IT IS IN THE \*DESK\*.

2101200

A. SUBJECT

2101200

B. OBJECT OF A VERB

2101200

\*C. OBJECT OF A PREPOSITION

2101200

D. COMPLEMENT

2101200

HE PAINTS \*THE DESK\*.

2101201

A. SUBJECT

2101201

\*B. OBJECT OF A VERB

2101201

C. OBJECT OF A PREPOSITION

2101201

D. COMPLEMENT

2101201

HE ATE \*THE APPLE\*.

2101202

A. SUBJECT

2101202

\*B. OBJECT OF A VERB

2101202

C. OBJECT OF A PREPOSITION

2101202

D. COMPLEMENT

2101202

A WORM IS IN \*THE APPLE\*.

2101203

A. SUBJECT

2101203

B. OBJECT OF A VERB

2101203

\*C. OBJECT OF A PREPOSITION

2101203

D. COMPLEMENT

2101203

\*THE APPLE\* IS GOOD.

2101204

- \*A. SUBJECT
- B. OBJECT OF A VERB
- C. OBJECT OF A PREPOSITION
- D. COMPLEMENT

2101204  
2101204  
2101204  
2101204

IT IS \*THE APPLE\*.

- A. SUBJECT
- B. OBJECT OF A VERB
- C. OBJECT OF A PREPOSITION
- \*D. COMPLEMENT

2101205  
2101205  
2101205  
2101205  
2101205

HE PLAYED FOR \*HIS TEAM\*.

- A. SUBJECT
- B. OBJECT OF A VERB
- \*C. OBJECT OF A PREPOSITION
- D. COMPLEMENT

2101206  
2101206  
2101206  
2101206  
2101206

THEY BEAT \*HIS TEAM\*.

- A. SUBJECT
- \*B. OBJECT OF A VERB
- C. OBJECT OF A PREPOSITION
- D. COMPLEMENT

2101207  
2101207  
2101207  
2101207  
2101207

IT WAS \*HIS TEAM\*.

- A. SUBJECT
- B. OBJECT OF A VERB
- C. OBJECT OF A PREPOSITION
- \*D. COMPLEMENT

2101208  
2101208  
2101208  
2101208  
2101208

\*HIS TEAM\* WON THE GAME.

- \*A. SUBJECT
- B. OBJECT OF A VERB
- C. OBJECT OF A PREPOSITION
- D. COMPLEMENT

2101209  
2101209  
2101209  
2101209  
2101209

NOTES ARE IN \*SONGS\*.

- A. SUBJECT
- B. OBJECT OF A VERB
- \*C. OBJECT OF A PREPOSITION
- D. COMPLEMENT

2101210  
2101210  
2101210  
2101210  
2101210

THEY ARE \*SONGS\*.

- A. SUBJECT
- B. OBJECT OF A VERB
- C. OBJECT OF A PREPOSITION
- \*D. COMPLEMENT

2101211  
2101211  
2101211  
2101211  
2101211

WE SING \*SONGS\*.

- A. SUBJECT
- \*B. OBJECT OF A VERB
- C. OBJECT OF A PREPOSITION
- D. COMPLEMENT

2101212  
2101212  
2101212  
2101212  
2101212

\*SONGS\* ARE LOVELY.

- \*A. SUBJECT
- B. OBJECT OF A VERB
- C. OBJECT OF A PREPOSITION
- D. COMPLEMENT

2101213  
2101213  
2101213  
2101213  
2101213

THE STUDENT WILL COMPREHEND THE FUNCTION OF PARTS OF SPEECH IN A PARTICULAR POSITION IN A SENTENCE BY INDICATING THE PART OF SPEECH NEEDED TO COMPLETE A GIVEN SENTENCE. %40

0214

DIRECTIONS

228

THE FOLLOWING SENTENCES CONTAIN BLANKS FOR MISSING WORDS. CHOOSE THE LETTER NEXT TO THE FORM CLASS THAT WOULD FUNCTION IN THE BLANK.

- A. NOUN
- B. VERB
- C. ADJECTIVE
- D. ADVERB

THE MAN IS COMING DOWN THE STREET. \*C

2102075

THEY HOME. \*B

2102076

WAS ABSENT TODAY. \*A

2102077

THE CARS SPED ON THE HIGHWAY. \*D

2102078

\*\*\*\*\*

THE STUDENT CAN RECOGNIZE WORDS AS SPECIAL PARTS OF SPEECH BECAUSE THEY CAN CHANGE FORM %BY CHANGING SPELLING OR BY ADDING PARTS BY INDICATING THE TYPES THAT SHOW CHANGES IN NUMBER, TIME, AND COMPARISON. %60

0215

CHOOSE THE LETTER NEXT TO THE WORD THAT BEST COMPLETES THE STATEMENT.

0229

NOUNS CHANGE FORM TO SHOW CHANGES IN

2102079

- A. TIME.
- \*B. NUMBER AND POSSESSION.
- C. COMPARISON.

2102079

2102079

2102079

VERBS CHANGE FORM TO SHOW CHANGES IN

2102080

- \*A. TIME.
- B. NUMBER AND POSSESSION.
- C. COMPARISON.

2102080

2102080

2102080

ADJECTIVES AND ADVERBS CHANGE FORM TO SHOW

2102081

- A. TIME.
- B. NUMBER AND POSSESSION.
- \*C. COMPARISON.

2102081

2102081

2102081

IN THE FOLLOWING SENTENCES, DECIDE WHETHER THE STARRED WORDS SHOW CHANGE IN NUMBER, TIME, OR COMPARISON.

0230

I HAD ONE \*ORANGE\* FOR LUNCH AND TWO \*ORANGES\* FOR DINNER.

2102082

- A. TIME
- \*B. NUMBER
- C. COMPARISON

2102082

2102082

2102082

HE \*WALKED\* THIS MORNING AND \*WILL WALK\* HOME TONIGHT.

2102083

- \*A. TIME
- B. NUMBER
- C. COMPARISON

2102083

2102083

2102083

SHE HAS A \*NICE\* VOICE, BUT MARYS IS \*NICER\*.

- A. TIME
- B. NUMBER
- \*C. COMPARISON

2102084  
2102084  
2102084  
2102084

\*\*\*\*\*

THE STUDENT WILL RECOGNIZE THAT A WORD CAN PERFORM MORE THAN ONE FUNCTION AND CAN BELONG TO MORE THAN ONE FORM CLASS BY INDICATING WHETHER GIVEN WORDS CHANGE FUNCTION OR FORM CLASS. %60

0216

DIRECTIONS

CHOOSE THE LETTER NEXT TO THOSE WORDS THAT COULD \*NOT\* CHANGE THEIR FUNCTION TO FILL ANOTHER POSITION IN A NEW SENTENCE.

231

- A. SWIM
- \*B. MARY
- C. LOVE
- D. STITCH

2102085  
2102085  
2102085  
2102085

- \*A. HOTDOG
- B. SWING
- C. RET
- D. SMELL

2102086  
2102086  
2102086  
2102086

- A. RIP
- B. CATCH
- C. DANCE
- \*D. DINNER

2102087  
2102087  
2102087  
2102087

SELECT THE WORD IN EACH OF THE FOLLOWING SENTENCES THAT IS \*NOT\* A \*NOUN\*.

0232

CHOOSE ONE OF THE WORDS LISTED BENEATH SENTENCE.

MARY SINGER WAS SINGING A SONG.

- A. SINGER
- B. MARY
- \*C. SINGING
- D. SONG

2102088  
2102088  
2102088  
2102088  
2102088

SELECT THE WORD FROM THE SENTENCE BELOW THAT IS \*NOT\* AN \*ADJECTIVE\*. CHOOSE ONE OF THE WORDS LISTED BELOW THE SENTENCE.

0233

THE HAIRY, SLIMY, FILTHY PIG SAT IN MUDDY, SMELLY WATER.

- A. HAIRY
- B. SLIMY
- \*C. PIG
- D. MUDDY

2102089  
2102089  
2102089  
2102089  
2102089

SELECT THE WORD FROM THE SENTENCE BELOW THAT IS \*NOT\* AN \*ADVERB\*. CHOOSE ONE OF THE WORDS LISTED BELOW THE SENTENCE.

0234

THE SLOWLY RISING SUN, QUIETLY AND BRAVELY SHOWED ITS SMILING FACE TO THE WORLD.

- A. SLOWLY
- \*B. RISING
- C. QUIETLY
- D. BRAVELY

2102090  
2102090  
2102090  
2102090  
2102090

\*\*\*\*\*  
THE STUDENT CAN DEMONSTRATE A KNOWLEDGE OF THE USE OF VERBS  
INCLUDING \*BE\* BY CORRECTLY COMPLETING USAGE RULES. %8n

0118

A FORM OF THE WORD \*HE\* OR A VERB MUST BE PART OF THE

- A. SUBJECT.
- B. ADVERBIAL OF PLACE.
- C. NOUN PHRASE.
- \*D. PREDICATE.

2101168  
2101168  
2101168  
2101168  
2101168

EVERY SENTENCE MUST HAVE

- A. AN ADJECTIVE.
- B. A SUBJECT.
- C. A PREDICATE.
- \*D. BOTH SUBJECT AND PREDICATE.

2101169  
2101169  
2101169  
2101169  
2101169

WHICH RULE DO THESE SENTENCES ILLUSTRATE

- A. IF A FORM OF THE WORD \*BE\* IS USED IN A PREDICATE, IT MUST HAVE SOMETHING ELSE AFTER IT.
- B. IF A VERB IS USED IN A SENTENCE, IT CAN STAND ALONE IN THE PREDICATE.

0108

WE ARE HUNGRY. \*A

2101170

SHE SMILED. \*B

2101171

THE BOYS RAN. \*B

2101172

SHE IS HOME. \*A

2101173

PICK THE WORD THAT IS A VERB IN EACH OF THE FOLLOWING GROUPS.

0109

- A. SONG
- B. SMALL
- C. TOY
- \*D. RAN

2101174  
2101174  
2101174  
2101174

- A. HERE
- \*B. HEAR
- C. CAR
- D. LARGE

2101175  
2101175  
2101175  
2101175

\*\*\*\*\*  
THE STUDENT WILL RECALL WHAT A VERB IS BY SELECTING THE CORRECT  
DEFINITION. %1n

0177

SELECT THE BEST DEFINITION OF A VERB FROM THE LIST BELOW.

- A. A WORD USED IN A SENTENCE TO TELL \*HOW\*
- \*B. A WORD USED IN A SENTENCE THAT SHOWS ACTION
- C. A WORD USED IN A SENTENCE THAT TAKES THE PLACE OF A NOUN
- D. A WORD THAT TELLS \*WHAT KIND OF\*

2101784  
2101784  
2101784  
2101784  
2101784

\*\*\*\*\*  
THE STUDENT CAN RECALL TYPES OF VERBS BY CHOOSING A CORRECT LIST  
OF ACTION VERBS. %1n

0006



- A LIST OF ACTION VERBS MIGHT CONTAIN
- A. SING, DANCE, GO, BE TELL
  - B. TRY, WIN, WAS, LOOK, COME
  - C. AM, BE, WERE, ARE, WAS
  - D. BECAUSE, FOLLOW, TRY, MET, TOLD
  - \*E. WORK, FINISHED, WENT, SHOW, COME

2100067  
2100067  
2100067  
2100067  
2100067  
2100067

\*\*\*\*\*

THE STUDENT WILL RECOGNIZE THE TWO KINDS OF VERBS, ACTION VERBS AND LINKING VERBS, BY IDENTIFYING EACH IN A SENTENCE. %5

0234

DIRECTIONS - FOR EACH ITEM, INDICATE THE BEST ANSWER FOR THE STARRED VERB.

0250

- A. ACTION VERB
- B. LINKING VERB

THE WOMEN \*FORMED\* A BRIDGE CLUB. \*A

2102239

THE TRACK TEAM \*WON\* FIRST PLACE IN THE ATHLETIC EVENTS. \*A

2102240

HE \*ACHIEVED\* MANY HONORS AT THE UNIVERSITY. \*A

2102241

A PARTY \*WOULD BE\* FUN. \*B

2102242

THE CLASS \*SOUNDED\* ENTHUSIASTIC ABOUT THE PLANS. \*B

2102243

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE COMPREHENSION OF THE USE OF SPECIAL VERBS AS AUXILIARIES AND AS MAIN VERBS BY INDICATING WHEN SUCH A VERB IS USED AS A MAIN VERB IN GIVEN PAIRS OF SENTENCES. %6

0093

IN EACH PAIR OF THE FOLLOWING SENTENCES, THERE IS AN UNDERLINED VERB, USED AS EITHER A MAIN VERB OR AUXILIARY. FOR EACH PAIR, INDICATE WHETHER SENTENCE \*A\* OR SENTENCE \*B\* CONTAINS A \*MAIN VERB\* BY PLACING \*A\* OR \*B\* ON THE BLANK PROVIDED.

0084

- \*A. BOB \*HAS\* A NEW SHIRT.
- B. TOM \*HAS\* STUDIED HIS SCIENCE.

2100981  
2100981

- A. JILL \*IS\* WRITING TO HER MOTHER.
- \*B. THAT PIZZA \*IS\* TOO HOT.

2100982  
2100982

- \*A. BOB AND DEBBIE \*WERE\* THE CLASS LEADERS.
- B. THE BOYS \*WERE\* CHOSEN BY THE CLASS.

2100984  
2100984

- \*A. I \*AM\* SORRY YOU ARE ILL.
- B. I \*AM\* GOING TO SEND HER A GIFT.

2100985  
2100985

- \*A. HE \*HAD\* EVERYTHING HE NEEDED.
- B. HE \*HAD\* BEEN A SOLDIER IN HIS YOUTH.

2100986  
2100986

- A. WE \*ARE\* LEAVING TODAY.
- \*B. THEY \*ARE\* UNUSUAL PICTURES.

2100987  
2100987

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF THE USE OF IRREGULAR VERBS BY CHOOSING CORRECT FORMS TO COMPLETE SENTENCES IN A GIVEN PARAGRAPH. \$10n

0095

CHOOSE THE BEST FORM OF THE VERB, AND INSERT IT IN THE BLANK HAVING THE SAME NUMBER.

0086

NANCY IMMEDIATELY \*\*1\*\* TO START THE FIRE. SHE WAS NEARLY \*\*2\*\* AFTER HER LONG SWIM, WHICH WASNT SURPRISING SINCE SHE HAD \*\*3\*\* A FULL MILE TO THE ISLAND. SHE HAD PLANNED TO \*\*4\*\* THE DISHES OUT BEFORE \*\*5\*\* DOWN FOR A SHORT NAP. CLUMSILY SHE DROPPED A DISH AND FOUND THAT SHE HAD \*\*6\*\* IT. SHE \*\*7\*\* THAT SHE WAS TOO TIRED TO CARE WHAT FOOD WAS TO BE \*\*8\*\* FOR DINNER, AND REMEMBERED THAT TOM OFTEN \*\*9\*\* SOMETHING HOME TO EAT, SO SHE DECIDED TO \*\*10\*\* DOWN FOR A NAP.

WORD 1

- \*A. REGAN
- B. BEGUN

2100998  
2100998  
2100998

WORD 2

- \*A. FROZEN
- B. FROZE

2100999  
2100999  
2100999

WORD 3

- A. SWAM
- \*B. SWUM

2101000  
2101000  
2101000

WORD 4

- A. SIT
- \*B. SET

2101001  
2101001  
2101001

WORD 5

- A. LAYING
- \*B. LYING

2101002  
2101002  
2101002

WORD 6

- \*A. BROKEN
- B. BROKE

2101003  
2101003  
2101003

WORD 7

- \*A. SEEN
- B. SAW

2101004  
2101004  
2101004

WORD 8

- \*A. CHOSEN
- B. CHOSE

2101005  
2101005  
2101005

WORD 9

- A. BRANG
- \*B. BROUGHT

2101006  
2101006  
2101006

WORD 10

- A. LAY
- \*B. LIE

2101007  
2101007  
2101007

\*\*\*\*\*

THE STUDENT WILL RECOGNIZE VERBS BY POSITION AFTER THE SUBJECT NOUN AND AFTER THE AUXILIARY BY INDICATING THE LOCATION OF EACH

0142

IN A SENTENCE. #100

DIRECTIONS - IN THE FOLLOWING SENTENCES WRITE THE APPROPRIATE LETTER TO DESIGNATE THE CORRECT POSITION OF THE VERB.

0146

A. AFTER THE SUBJECT NOUN

B. AFTER THE AUXILIARY

ARTISTS NEED GOOD PERSPECTIVE AND AN APPRECIATION OF BEAUTY. \*A 2101500

MODERN MACHINERY HELPS INDUSTRY. \*A 2101501

WEATHERMEN ARE FORECASTING RAIN FOR TOMORROW. \*B 2101502

A SPELUNKER EXPLORES CAVES FOR SCIENTIFIC INFORMATION. \*A 2101503

THE WIND WAS BLOWING A GENTLE BREEZE THROUGH THE WINDOW. \*B 2101504

HE IS ENTERING HIS PAINTING IN THE ANNUAL ART FAIR. \*B 2101505

SINCE THE CLOCK STOPPED, CLASS DISMISSED EARLY. \*A 2101506

SOME PEOPLE LIVE IN APARTMENT BUILDINGS. \*A 2101507

THERE WILL BE DISCUSSION AFTER THE EDUCATIONAL FILM. \*B 2101508

SOME DOCTORS CAN BE CALLED ANY HOUR OF THE NIGHT. \*B 2101509

\*\*\*\*\*  
GIVEN SENTENCES, THE STUDENT WILL RECOGNIZE VARIOUS VERB PHRASE STRUCTURES BY IDENTIFYING THESE STRUCTURES AS EITHER VERB, VERB AND OBJECT, OR VERB AND ADVERBIAL OF PLACE. #40

0244

DIRECTIONS

258

IN EACH OF THE FOLLOWING SENTENCES, CHOOSE THE LETTER BY THE CORRECT NAME FOR THE STRUCTURE OF THAT VERB PHRASE.

A. VERB

B. VERB AND OBJECT

C. VERB AND ADVERBIAL OF PLACE

JOHN ATE A SANDWICH. \*B 2102301

MARY AND SARAH ARRIVED. \*A 2102302

THEY RUINED THE CAR. \*B 2102303

TRUCKS ROARED OVER THE HIGHWAY. \*C 2102304

\*\*\*\*\*  
GIVEN A SENTENCE, THE STUDENT WILL RECOGNIZE VERB POSITION BY INDICATING WHETHER A VERB IS FIXED AFTER A SUBJECT NOUN OR FOLLOWS AN AUXILIARY IN A VERB PHRASE. #70

0090

IN THE FOLLOWING SENTENCES, PLACE AN \*A\* WHEN THE MAIN VERB IS IN A \*FIXED\* POSITION AND A \*B\* WHEN AN AUXILIARY PRECEDES THE MAIN VERB, MAKING A VERB PHRASE.

0081

PICNICS ARE LOTS OF FUN. *A	2100960
THE DOCTOR WILL BE COMING SOON. *B	2100961
THE MOVIE CAN BE SEEN AT ANY TIME. *B	2100962
THE CHILDREN SHOULD HAVE BEEN HOME BY NOW. *B	2100963
THE POLICEMAN HAS MANY DUTIES. *A	2100964
SALLY MAY HAVE BEEN CALLED TO THE PHONE. *B	2100965
THAT BOY DID HIS WORK. *A	2100966

\*\*\*\*\*

THE STUDENT CAN DEMONSTRATE A KNOWLEDGE OF VERB TENSE BY INDICATING WHICH VERB TENSE TO USE IN A GIVEN INCOMPLETE SENTENCE. #310

0032

WE           OUR DINNER EARLY.

A. EATEN	2100287
B. HAS EATEN	2100287
C. ATE	2100287
D. HAVE ATE	2100287

CHARLES           HIS BOOK REPORT.

A. REGAN	2100288
B. BEGUN	2100288
C. BEGIN	2100288
D. HAS REGAN	2100288

THE WIND           THE SHUTTERS OFF.

A. HAS BLOWN	2100289
B. BLOWED	2100289
C. HAS BLEW	2100289
D. BLOWN	2100289

THE GLASS

A. IS BROKE	2100290
B. HAS BROKE	2100290
C. HAS BROKEN	2100290
D. IS BROKEN	2100290

I           YOU A PRESENT.

A. HAS BROUGHT	2100291
B. BRANG	2100291
C. BRUNG	2100291
D. HAVE BRUNG	2100291
E. HAVE BROUGHT	2100291

WE           EARLY.

A. HAS COME	2100292
B. HAVE COME	2100292
C. HAD CAME	2100292
D. HAVE CAME	2100292

WE           THE SUBJECT FOR OUR REPORT YESTERDAY.

A. HAVE CHOSED	2100293
B. CHOOSE	2100293

*C. HAVE CHOSEN	2100293
D. WILL CHOOSE	2100292
THE BOYS IT RIGHT.	2100294
*A. HAVE DONE	2100294
B. HAS DONE	2100294
C. HAVE DID	2100294
D. DONE	2100294
I A GLASS OF MILK.	2100295
A. DRUNK	2100295
*B. HAVE DRUNK	2100295
C. HAVE DRANK	2100295
D. HAVE DRUNKEN	2100295
THE PICTURE BY AN ARTIST.	2100296
A. DREW	2100296
B. WAS DREW	2100296
*C. WAS DRAWN	2100296
D. WAS DRAWED	2100296
MY SISTER HER CAR INTO A BRICK WALL.	2100297
A. HAS DRIVED	2100297
B. HAS DROVE	2100297
C. HAS DROVEN	2100297
*D. HAS DRIVEN	2100297
THE BIRDS SOUTH FOR THE WINTER.	2100298
*A. HAD FLOWN	2100298
B. HAVE FLEW	2100298
C. HAVE FLIED	2100298
D. FLIED	2100298
WE TWO DOLLARS APIECE.	2100300
A. WERE GAVE	2100300
B. GIVED	2100300
C. WERE GAVEN	2100300
*D. WERE GIVEN	2100300
THE BUDS INTO FLOWERS.	2100301
*A. GREW	2100301
B. HAVE GREW	2100301
C. HAVE GROWED	2100301
D. GROWN	2100301
THEY ALL OVER THE STATE.	2100302
A. ARE KNOWED	2100302
*B. ARE KNOWN	2100302
C. ARE KNEW	2100302
D. IS KNOWN	2100302
PLEASE ME HOW TO DO THIS PROBLEM.	2100303
A. DO LEARN	2100303
B. TAUGHT	2100303
*C. TEACH	2100303
D. LEARN	2100303
HE HE HAVE AN ICE CREAM BAR.	2100304
*A. LET	2100304
B. LEAVED	2100304
C. HAS LEFT	2100304

D. LEAVE

2100304

SHE THE BOOK DOWN.

2100305

- A. LIES
- B. LIED
- C. LAIN
- \*D. LAYS

2100305  
2100305  
2100305  
2100305  
2100305

THE CLASS THE 500 YARD DASH.

2100306

- A. HAVE RUN
- H. HAVE RAN
- \*C. HAS RUN
- D. RUNNED

2100306  
2100306  
2100306  
2100306  
2100306

THE BOY SCOUTS THE FLAG.

2100307

- A. HAVE RAISEN
- B. HAVE RISED
- C. RISED
- \*D. RAISED

2100307  
2100307  
2100307  
2100307  
2100307

THE BELL

2100308

- A. RUNG
- B. HAS RANG
- \*C. HAS RUNG
- D. HAS RANGED

2100308  
2100308  
2100308  
2100308  
2100308

I YOU OVER THERE.

2100309

- \*A. HAVE SEEN
- B. HAVE SEED
- C. SEEN
- D. HAVE SAW

2100309  
2100309  
2100309  
2100309  
2100309

THE BOOKS ON THE TABLE.

2100310

- A. SEAT
- B. SIT
- \*C. SET
- D. SAT

2100310  
2100310  
2100310  
2100310  
2100310

THE MONEY

2100311

- A. STOLEN
- B. WAS STOLED
- C. WAS STEALED
- \*D. WAS STOLEN

2100311  
2100311  
2100311  
2100311  
2100311

ENGLISH HERE.

2100312

- A. IS SPOKED
- B. IS SPEAKED
- C. IS SPOKE
- \*D. IS SPOKEN

2100312  
2100312  
2100312  
2100312  
2100312

SHE ALL DAY.

2100313

- \*A. HAS SWIM
- B. HAS SWIMMED
- C. HAS SWAM
- D. SWIMMED

2100313  
2100313  
2100313  
2100313  
2100313

THE CHILDREN TO THE ZOO.

2100314

- A. WERE TOOK
- B. WERE TAKED
- \*C. WERE TAKEN
- D. WERE TOOKED

2100314  
2100314  
2100314  
2100314  
2100314



MY DRESS  
 A. HAS TEARED  
 \*B. HAS TORN  
 C. HAS TORED  
 D. HAS TORF

2100315  
 2100315  
 2100315  
 2100315  
 2100315

WE HOME EARLY.  
 A. GOED  
 B. HAVE WENT  
 C. GONE  
 \*D. WENT

2100316  
 2100316  
 2100316  
 2100316  
 2100316

THE BOOK IN 1950.  
 \*A. WAS WRITTEN  
 B. WAS WROTE  
 C. WAS WRITED  
 D. WAS WRITEN

2100317  
 2100317  
 2100317  
 2100317  
 2100317

HE THE BALL FAR.  
 A. THROWN  
 \*B. HAS THROWN  
 C. THROWED  
 D. HAS THROWED

2100318  
 2100318  
 2100318  
 2100318  
 2100318

\*\*\*\*\*

THE STUDENT CAN DEMONSTRATE A KNOWLEDGE OF VERB TENSE BY IDENTIFYING  
 THE CORRECT PRESENT, PAST, AND PAST PARTICIPLE TENSE OF A VERB.  
 %100

0054

DIRECTIONS - CHOOSE THE LETTER THAT HAS \*ALL\* THE VERBS CORRECT.

0046

A. I DRINK, I DRANK, I HAVE DRANK  
 B. I DRINK, I DRINKED, I HAVE DRUNK  
 \*C. I DRINK, I DRANK, I HAVE DRUNK  
 D. I DRINK, I DRUNK, I HAVE DRUNK

2100575  
 2100575  
 2100575  
 2100575

\*A. YOU RUN, YOU RAN, YOU HAVE RUN  
 B. YOU RUN, YOU RAN, YOU HAVE RAN  
 C. YOU RUN, YOU RUNNED, YOU HAVE RUNNED  
 D. YOU RUN, YOU RUNNED, YOU HAVE RAN

2100576  
 2100576  
 2100576  
 2100576

A. THEY SING, THEY SINGED, THEY HAVE SINGED  
 B. THEY SING, THEY SANG, THEY HAVE SANG  
 \*C. THEY SING, THEY SANG, THEY HAVE SUNG  
 D. THEY SING, THEY SANG, THEY SUNG

2100577  
 2100577  
 2100577  
 2100577

A. WE STAND, WE STANDED, WE HAVE STOOD  
 \*B. WE STAND, WE STOOD, WE HAVE STOOD  
 C. WE STAND, WE STOOD, WE HAVE STOODDED  
 D. WE STAND, WE STOOD, WE HAVE STANDED

2100578  
 2100578  
 2100578  
 2100578

A. IT BRINGS, IT BRANG, IT HAS BRUNG  
 B. IT BRINGS, IT BROUGHT, IT HAS BRUNG  
 C. IT BRINGS, IT BRINGED, IT HAS BRANG  
 \*D. IT HRINGS, IT BROUGHT, IT HAS BROUGHT

2100579  
 2100579  
 2100579  
 2100579

A. HE FORGFTS, HE FORGOT, HE HAS FORGOT  
 \*B. HE FORGFTS, HE FORGOT, HE HAS FORGOTTEN

2100580  
 2100580

C. HE FORGETS, HE FORGETTED, HE HAS FORGOTTED	2100580
D. HE FORGETS, HE FORGOT, HE HAS FORGOTTED	2100580
A. I SEE, I SAW, I SEEN	2100581
B. I SEE, I SEED, I HAVE SEED	2100581
*C. I SFE, I SAW, I HAVE SFFN	2100581
D. I SEE, I SAW, I HAVE SAW	2100581
A. YOU DO, YOU DID, YOU DONE	2100582
B. YOU DO, YOU DID, YOU HAVE DID	2100582
C. YOU DO, YOU DONE, YOU HAVE DONE	2100582
*D. YOU DO, YOU DID, YOU HAVE DONE	2100582
*A. THEY THROW, THEY THREW, THEY HAVE THROWN	2100583
B. THEY THROW, THEY THROWED, THEY HAVE THROWN	2100583
C. THEY THROW, THEY THROWN, THEY HAVE THROWN	2100583
D. THEY THROW, THEY THROWN, THEY HAVE THROWN	2100583
A. YOU SPEAK, YOU SPEAKED, YOU HAVE SPEAKED	2100584
B. YOU SPEAK, YOU SPOKE, YOU HAVE SPOKE	2100584
*C. YOU SPEAK, YOU SPOKE, YOU HAVE SPOKEN	2100584
D. YOU SPEAK, YOU SPOKE, YOU HAVE SPOKED	2100584

\*\*\*\*\*

THE STUDENT WILL RECOGNIZE VERB TENSE BY INDICATING WHETHER IT IS PRESENT, PAST, OR FUTURE TENSE. #12# 0062

BELOW ARE PHRASES - EACH ONE HAS SOMETHING HAPPENING IN THE PRESENT, THE PAST, OR THE FUTURE. 0052  
CHOOSE

- A. IF THE ACTION IS IN THE PRESENT
- B. IF THE ACTION IS IN THE PAST
- C. IF THE ACTION IS IN THE FUTURE
- D. IF THERE IS \*NO\* ACTION WORD IN THE SENTENCE

I WILL TAKE OUT THE GARBAGE. *C	2100646
DID YOU WRITE YOUR STORY? *B	2100647
I SPOKE TO THE CLASS. *B	2100648
SHE IS WALKING TO SCHOOL. *A	2100649
THE BRIGHT STAR IN THE SKY. *D	2100650
HE HAS CLIMBED A TREE BEFORE. *B	2100651
HE DID HIS WORK IN A SLOPPY WAY. *B	2100652
WHO BROUGHT YOU HOME? *B	2100653
A LONG WALK THROUGH THE WOODS. *D	2100654
HE IS RUNNING AROUND THE BLOCK. *A	2100655
HE WORKS AT THE DRUGSTORE. *A	2100656
ILL BE SEEING YOU. *C	2100657

\*\*\*\*\*

## LITERATURE

THE STUDENT CAN RECALL THE CHARACTERISTICS OF A FABLE BY INDICATING WHAT DISTINGUISHES A FABLE AS A SPECIAL FORM OF LITERATURE.

0058

THE CHARACTERS IN A FABLE USUALLY

- \*A. ARE ANIMALS.
- B. ARE CHILDREN.
- C. HAVE NAMES.
- D. ARE ADULTS.

2100613  
2100613  
2100613  
2100613  
2100613

WHAT DO ALL FABLES HAVE IN COMMON?

- A. THEY HAVE A HAPPY ENDING.
- B. THEY HAVE A SILLY ENDING.
- \*C. THEY TEACH A LESSON.
- D. THEY ARE NON-FICTION.

2100614  
2100614  
2100614  
2100614  
2100614

FABLES USUALLY SHOW

- A. WISE BEHAVIOR SO YOU WILL LEARN SOMETHING.
- B. FOOLISH BEHAVIOR TO MAKE YOU LAUGH
- \*C. WISE AND FOOLISH BEHAVIOR SO YOU CAN SEE THE DIFFERENCE.
- D. DANGEROUS BEHAVIOR TO MAKE YOU AFRAID.

2100615  
2100615  
2100615  
2100615  
2100615

\*\*\*\*\*

THE STUDENT CAN RECOGNIZE TYPES OF BOOKS BY IDENTIFYING TITLES IN A LIST AS FICTION OR NON-FICTION. 99

0173

BELOW IS A LIST OF BOOKS. CHOOSE IF THE BOOK MENTIONED IS

0177

- A. FICTION
- B. NON-FICTION

CINDERELLA \*A

2155

THE THREE BEARS \*A

2102156

ABRAHAM LINCOLN \*B

2102157

PETER RABBIT \*A

2102158

THE WORLD BOOK ENCYCLOPEDIA \*B

2102159

THE UGLY DUCKLING \*A

2102160

THE GERMAN PEOPLE AND HOW THEY LIVE \*B

2102161

WHOS WHO IN AMERICA \*B

2102162

PETER PAN \*A

2102163

THE STUDENT WILL DISTINGUISH BETWEEN FICTION AND NONFICTION BY IDENTIFYING EXAMPLES AND USES IN WRITTEN FORM. 8100

0200

DIRECTIONS - CHOOSE THE LETTER BEFORE THE CORRECT ANSWER IN EACH SET.

0208

TODAY THERE IS A BASE AT THE SOUTH POLE. IT IS CALLED THE AMUNDSEN-SCOTT STATION. AT THIS STATION, INFORMATION ABOUT THE CONTINENT IS BEING COLLECTED. AIRPLANES BRING FOOD AND MAIL TO THE STATION. COPPER AND COAL DEPOSITS ARE FOUND THERE. SOMEDAY MEN MAY MINE THESE MINERALS. HOWEVER, THE COST OF BUILDING AND SUPPLYING A TOWN THERE WOULD BE VERY HIGH. FEW PEOPLE WOULD WANT TO LIVE THERE, AS THERE IS ALWAYS A FROZEN CRUST OF ICE ACROSS THE LAND.

WHAT TYPE OF PARAGRAPH IS THIS?

- A. FICTION
- \*B. NON-FICTION
- C. TALL-TALE
- D. MYSTERY

2102002  
2102002  
2102002  
2102002  
2102002

WHICH OF THE FOLLOWING WOULD USE THIS STYLE OF WRITING?

- A. FAIRY TALE
- \*B. GEOGRAPHY REPORT
- C. COMIC STRIP
- D. STORY BOOK

2102003  
2102003  
2102003  
2102003  
2102003

LONG, LONG AGO, THERE WAS NO ONE TO TAKE CARE OF ANYONE WHO WAS SICK. ALL THE BIRDS GATHERED TOGETHER AROUND THE BIG PINE TREE AND HELD A COUNCIL. THEY DECIDED TO CHOOSE A MEDICINE MAN. THEY TALKED FOR A LONG TIME ABOUT WHICH BIRD WOULD BE BEST. THEY FINALLY AGREED THAT HUMMING BIRD WAS THE WISEST, EVEN THOUGH HE WAS SO TINY. HUMMING BIRD WAS VERY PROUD, FOR HE FELT THAT BEING A MEDICINE MAN WAS A GREAT HONOR. HE WENT TO WORK RIGHT AWAY, MAKING MEDICINE FROM FLOWER NECTAR AND STORING IT IN ACORN CUPS.

0209

WHAT TYPE OF PARAGRAPH IS THIS?

- \*A. FICTION
- B. NON-FICTION
- C. SCIENTIFIC
- D. TRUE

2102004  
2102004  
2102004  
2102004  
2102004

WHICH OF THE FOLLOWING WOULD USE THIS STYLE OF WRITING?

- A. SCIENCE REPORT
- B. HISTORY BOOK
- \*C. TALL-TALE
- D. TRAVEL FOLDER

2102005  
2102005  
2102005  
2102005  
2102005

THE GOOD PEOPLE, THE LITTLE PEOPLE, LIVE ON THE EMERALD ISLAND, AND CHIEF AMONG THEM IS THE LEPRECHAUN. WHEN MEN SEE HIM, AND THEY OFTEN DO SEE HIM BECAUSE HE CHOOSES TO BE AMONG THEM AND NOT INVISIBLE, THEY SEE AN OLD MAN NO TALLER THAN A TOADSTOOL HIGH, AND ALL WRINKLED, AND WEARING AN OLD-FASHIONED PEA-GREEN COAT AND A COCKED HAT AND LEATHER SHOES WITH GREAT BUCKLES UPON THEM.

0210

WHAT TYPE OF PARAGRAPH IS THIS

- \*A. FICTION
- B. NON-FICTION
- C. MYSTERY
- D. DRAMA

2102006  
2102006  
2102006  
2102006  
2102006

WHICH OF THE FOLLOWING PHRASES ARE A DIRECT CLUE TO THE ANSWER OF THE QUESTION ABOVE

- A. ...LIVE IN THE EMERALD ISLAND...
- B. ...HE CHOOSES TO BE AMONG THEM...
- C. ...WRINKLED, AND WEARING AN OLD-FASHIONED PEA-GREEN COAT...
- \*D. ...AN OLD MAN NO TALLER THAN A TOADSTOOL...

2102007  
2102007  
2102007  
2102007  
2102007  
2102007

PIONEERS ON THE OREGON TRAIL TRAVELED BY WAGON. THEY USED STURDY WAGONS COVERED WITH CLOTH TOPS TO HELP KEEP OUT THE SUN AND DUST. THEIR WAGONS BECAME KNOWN AS COVERED WAGONS OR PRAIRIE SCHOONERS.

0211

WHAT TYPE OF PARAGRAPH IS THIS

- A. FICTION
- B. NON-FICTION
- C. INFORMATIVE
- \*D. BOTH B AND C

2102008  
2102008  
2102008  
2102008  
2102008

WHICH OF THE FOLLOWING PHRASES ARE A DIRECT CLUE TO THE ANSWER OF THE QUESTION ABOVE

- A. PIONEERS ON THE OREGON TRAIL...
- B. THEY USED...
- C. ...WAGONS BECAME KNOWN AS...
- \*D. ALL OF THE ABOVE

2102009  
2102009  
2102009  
2102009  
2102009  
2102009

SUPPOSE IT IS 1849 AND YOU ARE ENROUTE TO CALIFORNIA TO DIG FOR GOLD. OR SUPPOSE YOU ARE TRAVELING THE OREGON TRAIL IN A COVERED WAGON. YOU ARE CREEPING ALONG SLOWLY IN A DUSTY CARAVAN. YOU ARE THINKING OF THE BROAD GRASSLANDS THAT YOU MUST TRAVEL ACROSS BEFORE YOU COME TO CALIFORNIA.

0212

THE ABOVE PARAGRAPH IS AN EXAMPLE OF

- \*A. FICTION
- B. NON-FICTION

2102010  
2102010  
2102010

- C. MYSTERY
- D. HUMOR

2102010  
2102010

WHILE SEVERAL REAL PLACES ARE MENTIONED, WHICH OF THE FOLLOWING WORDS GIVES A CLUE AS TO THE TYPE OF PARAGRAPH THE ABOVE IS?

2102011  
2102011  
2102011  
2102011  
2102011  
2102011

- A. CALIFORNIA
- B. GOLD
- \*C. SUPPOSE
- D. TRAVEL

\*\*\*\*\*

GIVEN A CHOICE OF ALTERNATIVES THE STUDENT WILL APPLY A KNOWLEDGE OF PARAGRAPH DEVELOPMENT BY SELECTING A LOGICAL OR ILLOGICAL COMPLETION FOR AN EXAMPLE OF FICTION OR NON-FICTION. #100

0201

DIRECTIONS - COMPLETE EACH PARAGRAPH BY CHOOSING THE LETTER BEFORE THE CORRECT STATEMENT.

0213

IN EARLY TIMES CHILDREN DIDNT GO TO SCHOOL. THEY LEARNED FROM THEIR MOTHERS OR FATHERS, OR FROM SOMEONE IN THEIR TRIBE. AMERICAN INDIANS TAUGHT THEIR CHILDREN IN THIS WAY FOR HUNDREDS OF YEARS. WHEN A FATHER TOOK HIS SON HUNTING, THE BOY LEARNED MANY THINGS. FOR EXAMPLE, HE LEARNED

2102012  
2102012  
2102012  
2102012  
2102012  
2102012  
2102012  
2102012  
2102012  
2102012  
2102012  
2102012  
2102012  
2102012  
2102012

- \*A. TO WATCH FOR PILES OF EMPTY NUTSHELLS ON THE GROUND BY A TREE.
- B. HOW TO SKIN THE HIDES OF THREE HUNDRED BUFFALO IN ONE STROKE.
- C. TO RUN FAST BY RACING WITH A CYCLONE ACROSS TWO STATES IN ONE MORNING.
- D. TO KILL A MOUNTAIN LION JUST BY STARING AT HIM.

ORIMBO WASNT WORKING VERY HARD. HE SAT ON HIS AIR PILLOW IN THE VTRONICS RUBBLE. HE LOOKED AT THE FLASHING LIGHTS ON THE PANEL IN FRONT OF HIM. HE KNEW HE SHOULD BE WORKING. INSTEAD HE

2102013  
2102013  
2102013  
2102013  
2102013  
2102013  
2102013  
2102013  
2102013  
2102013

- A. READ ABOUT PRESIDENT NIXONS SPEECH GIVEN AT THE DINNER FOR THE ASTRONAUTS.
- B. PHONED HIS WIFE EMILY AND TALKED OVER PLANS FOR THEIR BARBECUE ON SUNDAY.
- \*C. KEPT WATCHING THE HFINGERLINGS FLYING AROUND OUTSIDE.
- D. SEWED A BUTTON ON HIS GRAY FLANNEL SUITCOAT.

THE ONLY SOUNDS ONE EVER HEARS ON MARS ARE VOICES AND COLORS. COLORS ARE MUCH NOISIER THAN VOICES. EACH COLOR HAS ITS OWN SOUND. IF A MARTIAN DOESNT CARE FOR THE SOUND OF PURPLE, HE NEVER PLANTS A PURPLE VINE BESIDE HIS FRONT DOOR. PURPLES SOUND IS PHMMM, PHMMM. ALL MARTIANS LIKE THE SOUND OF ORANGE, WHICH

2102014  
2102014  
2102014  
2102014  
2102014  
2102014  
2102014  
2102014  
2102014  
2102014



DCHCH-DCHCHCH. BUT BECAUSE THERES NOT MUCH ORANGE ON MARS.

- A. FLORIDA CITRUS GROWERS LOOK FORWARD TO A LARGE CROP.
- \*B. THEY GO TO CONCERTS TO HEAR IT.
- C. BICYCLES ARE PAINTED TWICE A YEAR.
- D. HALLOWEEN COMES ONCE EVERY FOUR YEARS.

2102014  
2102014  
2102014  
2102014  
2102014  
2102014

ONCE UPON A TIME, IN A COUNTRY THAT DOESNT EXIST ANYMORE,  
THERE LIVED A CURIOUS KING NAMED GLOM. GLOM WAS CURIOUS ABOUT  
EVERYTHING, AND HE KEPT EVERYTHING HE GOT CURIOUS ABOUT.

2102015  
2102015  
2102015  
2102015  
2102015  
2102015

EVERY ROOM IN GLOMS PALACE WAS FULL OF THE THINGS HE HAD  
COLLECTED, STACKED TO THE CEILING IN SHAKY PILES. THERE WERE

2102015  
2102015  
2102015  
2102015  
2102015  
2102015

- A. FLOWER BOXES ALONG THE SECOND FLOOR WINDOWS.
- B. SERVANTS ON DUTY IN THE MAIN HALL OF THE PALACE.
- C. MEMBERS OF HIS FAMILY PRACTICING THEIR MUSIC LESSONS.
- \*D. OLD SHOES, HALF A CANOE, FOUR-AND-TWENTY BLACKBIRDS, OLD  
WADS OF BUBBLE-GUM, AND WHO KNOWS WHAT ELSE.

2102015  
2102015  
2102015  
2102015  
2102015  
2102015

CATTLE, WHEAT, AND OIL FROM THE GREAT PLAINS SUPPLY THE  
NATION WITH FOOD AND FUEL. THIS IS THE LAND THAT THE SCOUT AND  
THE RANCHER WON INCH BY INCH FROM BUFFALO AND INDIAN, OVER THESE  
ENDLESS PLAINS THE WAGONS OF THE PIONEERS PUSHED WEST DAY AFTER  
DAY. SOME OF THE SETTLERS

2102016  
2102016  
2102016  
2102016  
2102016  
2102016  
2102016  
2102016  
2102016  
2102016

- \*A. DIED OF THIRST AND HUNGER OR UNDER THE TOMAHAWK RIGHT BESIDE  
THESE WAGONS.
- B. FOUGHT THE MOON GOD, LUNA, WITH MAGIC BOWS AND ARROWS.
- C. USED GIANT, GREEN OXEN TO PULL A MILE-WIDE PLOW, AND CLEAR  
THE LAND.
- D. COULD SING AND DANCE SO LOUDLY THEY WERE HEARD BACK IN  
BOSTON.

2102016  
2102016  
2102016  
2102016  
2102016  
2102016  
2102016  
2102016  
2102016  
2102016

THE PEOPLE OF THE UNITED STATES DID NOT WANT TO GET INTO THE  
WAR IN EUROPE. THEY WANTED TO CARRY ON TRADE WITH BOTH SIDES.  
WOODROW WILSON WAS THE PRESIDENT IN THOSE DAYS. PRESIDENT WILSON  
PROMISED THE AMERICAN PEOPLE THAT HE WOULD

2102017  
2102017  
2102017  
2102017  
2102017  
2102017  
2102017  
2102017  
2102017  
2102017  
2102017  
2102017  
2102017  
2102017  
2102017

- A. SUPPORT FRANCE AND ENGLAND.
- B. BEGIN NEGOTIATIONS AT ONCE.
- \*C. DO EVERYTHING POSSIBLE TO KEEP OUR COUNTRY OUT OF WAR.
- D. BEGIN BUILDING SUBMARINES AND TANKS.

DIRECTIONS - CHOOSE THE ONE RESPONSE IN EACH SET THAT COULD  
\*NOT\* CORRECTLY COMPLETE THAT PARAGRAPH.

2102018  
2102018  
2102018  
2102018  
2102018  
2102018  
2102018  
2102018  
2102018  
2102018

BY 1920 PEOPLE KNEW THAT AUTOMOBLES WERE HERE TO STAY.  
HOWEVER, CARS WERE STILL NOT VERY COMFORTABLE. THEY BOUNCED UP

AND DOWN BADLY. TIRES WERE NOT WELL MADE, AND THEY KEPT BLOWING OUT. THE GLASS WAS NOT SHATTERPROOF. WHEN A CAR WAS IN AN ACCIDENT IN THOSE DAYS, THE PASSENGERS

- \*A. WERE HARDLY EVER INJURED SERIOUSLY.
- B. WERE OFTEN HURT BY FLYING GLASS.
- C. COULD EASILY BE THROWN THROUGH THE WINDSHIELD.
- D. WOULD HAVE BEEN SMART TO PROTECT THEIR FACES WITH THEIR ARMS.

DIRECTIONS - CHOOSE THE ONE RESPONSE IN EACH SET THAT COULD \*NOT\* CORRECTLY COMPLETE THAT PARAGRAPH.

WHEN MUCH OF OUR COUNTRY WAS SETTLED, FARMERS COULD NO LONGER MOVE ON TO NEW LAND WHEN THEIR OWN LAND WORE OUT. THEY LOOKED AROUND FOR WAYS OF STOPPING EROSION. AS A RESULT, THEY

- TRIED NEW WAYS OF FARMING. FOR EXAMPLE, THEY
- A. LEARNED TO PLOW AROUND THE HIGHER PLACES, FOLLOWING THE NATURAL SHAPE OF THE LAND.
  - B. DIVIDED A FIELD INTO STRIPS WITH SOD BETWEEN THE CROPS.
  - \*C. TRIED GROWING FRUIT THAT WAS ALREADY PEELED AND READY FOR CANNING.
  - D. STOPPED PLANTING CROPS IN ROWS THAT WENT UP AND DOWN A HILLSIDE.

DIRECTIONS - CHOOSE THE ONE RESPONSE IN EACH SET THAT COULD \*NOT\* CORRECTLY COMPLETE THAT PARAGRAPH.

MAURICE SMYTH-WHIPPLE LIKED PARTIES BETTER THAN ANYTHING ELSE. MOST OF ALL, MAURICE LOVED BIRTHDAY PARTIES. HE HAD A PARTY FOR EVERY PRESIDENT WHO EVER HAD A BIRTHDAY, AND ONE FOR EVERY VICE-PRESIDENT. HE HAD SO MANY PARTIES FOR HIS FRIENDS THAT HE SOON RAN OUT OF BIRTHDAYS, SO HE

- A. HELD PARTIES FOR PEOPLE HE MET ON THE STREET.
- B. DECIDED TO FILL IN WITH PARTIES FOR HIMSELF.
- C. CELEBRATED THE ANNIVERSARIES OF ALL OF HIS LAST WEEKS PARTIES.
- \*D. DECIDED TO REMODEL HIS BATHROOM WITH CERAMIC TILE.

DIRECTIONS - CHOOSE THE ONE RESPONSE IN EACH SET THAT COULD \*NOT\* CORRECTLY COMPLETE THAT PARAGRAPH.

ABOUT TWICE A MONTH, JIM'S MOTHER LAYS DOWN THE LAW, AND JIM HAS TO CLEAN HIS ROOM. AFTER SAYING, OH, MOM, A FEW TIMES, JIM FINALLY STARTS SORTING OUT MANY THINGS THAT HE HAS FORGOTTEN HE OWNS. ONCE IN A WHILE AN OBJECT LOOKS SO STRANGE TO HIM THAT HE

- A. PUTS IT IN A SEPARATE BOX MARKED TOP SECRET.
- \*B. CALLS THE F.B.I. TO CHECK IT OUT.

2102018  
2102018  
2102018  
2102018  
2102018  
2102018  
2102018  
2102018  
2102018  
2102018  
2102018

2102019  
2102019  
2102019  
2102019  
2102019  
2102019  
2102019  
2102019  
2102019  
2102019  
2102019  
2102019  
2102019  
2102019  
2102019

2102020  
2102020  
2102020  
2102020  
2102020  
2102020  
2102020  
2102020  
2102020  
2102020  
2102020  
2102020  
2102020  
2102020  
2102020

2102021  
2102021  
2102021  
2102021  
2102021  
2102021  
2102021  
2102021  
2102021  
2102021  
2102021  
2102021  
2102021  
2102021  
2102021

C. CANT EVEN DECIDE WHICH DRAWER TO PUT IT IN.  
D. CANT REMEMBER WHY HE SAVED IT IN THE FIRST PLACE.

2102021  
2102021

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE UNDERSTANDING OF FICTION AND NON-FICTION BY DETERMINING WHETHER A BOOK IS PROBABLY FICTION OR NON-FICTION BY ITS TITLE. %80

0247

DIRECTIONS - SOMETIMES THE TITLE OF A BOOK GIVES A CLUE AS TO WHETHER THE BOOK IS FICTION OR NON-FICTION. SUPPOSE THE FOLLOWING LIST OF TITLES WERE AVAILABLE IN THE SCHOOL LIBRARY. DECIDE WHETHER THE TITLE IS \*PROBABLY\* FICTION OR NON-FICTION.

0261

CHOOSE EITHER A OR B.  
A. FICTION  
B. NON-FICTION

WAYS OF LIFE ALONG THE NILE \*B

2102316

HARVEY SMITH. BOY WONDER \*A

2102317

TALES OF THE ORIENT \*A

2102318

INSECTS \*B

2102319

ABRAHAM LINCOLN \*B

2102320

THE GOLDEN EGG \*A

2102321

CONSTRUCTIONS WITH PAPER \*B

2102322

BOOK OF NONSENSE \*B

2102323

\*\*\*\*\*

THE STUDENT CAN ANALYZE A READING SELECTION BY IDENTIFYING THE MAIN IDEA, PICKING OUT THE PERTINENT PARTS, DISCRIMINATING FACT FROM OPINION AND CHOOSING CORRECT DEFINITIONS FOR GIVEN VOCABULARY WORDS. %230

0141

THE RED FOX IS PROBABLY THE MOST CUNNING MEMBER OF THE CANINE FAMILY. MANY A DOG HAS FOUND HIMSELF BAFFLED BY THE CRISS-CROSSING AND BACK-TRACKING OF THE FOX THAT HE IS TRAILING. THE FOX IS THE WIZARD OF THE TRAILS, AND SOMETIMES HE STOPS TO ENJOY THE CONFUSION HE HAS CAUSED AS THE FOXHOUNDS TRY TO UNRAVEL HIS TRAIL.

0135

HOWEVER, NO MATTER HOW CLOSE THE DOGS ARE TO HIM, HE NEVER LEAVES HIS OWN STAMPING GROUNDS. HE MUST KNOW THE LAND AROUND HIM IN ORDER TO ESCAPE AND OUTWIT THE PURSUING DOGS.

THE YOUNG FOX MATES IN FEBRUARY FOR LIFE AND SETS UP HOUSE-KEEPING IN A DEN. THE PAIR WILL EITHER DIG THEIR DEN OR USE A HOLLOW LOG OR WOODCHUCK BURROW FOR A HOME.

FOUR TO NINE CURS ARE BORN IN APRIL. WHILE THE VIXEN CARES FOR HER CHILDREN, HER MATE FURNISHES THEIR FOOD. SOMETIMES THE FOX WILL RAID A FARMER'S HENHOUSE, BUT HE MAKES UP FOR THIS BY BRINGING HOME LARGE NUMBERS OF RATS AND MICE FOR HIS FAMILY'S DINNER.

SLY AS A FOX. IS AN OLD SAYING. THE RED FOX IS THE

PERFECT EXAMPLE OF THIS FOR HE IS RESOURCEFUL, TRICKY, AND BOLD.

BASED ON AN ARTICLE FOUND IN  
MARK TRAILS BOOK OF ANIMALS,  
TAB BOOKS, INC.

CHOOSE THE BEST ANSWER TO COMPLETE THE FOLLOWING STATEMENTS.

THE RED FOX RAFFLES THE DOGS BY

- A. HIDING IN HIS DEN.
- B. RUNNING VERY FAST AND FAR.
- \*C. DOUBLING BACK ON HIS TRAIL.
- D. TURNING QUICKLY TO ATTACK.

2101418  
2101418  
2101418  
2101418  
2101418

THE FOX OFTEN SEEMS TO BE BY THE DOGS' CONFUSION.

- A. PANIC-STRICKEN
- B. FRIGHTENED
- C. ANGERED
- \*D. AMUSED

2101419  
2101419  
2101419  
2101419  
2101419

IF THE FOX WERE FORCED TO LEAVE HIS OWN STAMPING GROUNDS, HE MIGHT

- A. BECOME FRIGHTENED.
- \*B. GET CAUGHT.
- C. GROW TIRED.
- D. HURT HIMSELF.

2101420  
2101420  
2101420  
2101420  
2101420  
2101420

THE MATE THE FOX CHOOSES WILL

- \*A. STAY WITH HIM FOR A LIFETIME.
- B. LEAVE AFTER THE CURS ARE BORN.
- C. FURNISH ALL THE FOOD THAT IS NEEDED.
- D. STAY WITH HIM FOR A YEAR.

2101421  
2101421  
2101421  
2101421  
2101421

THE MOST IMPORTANT REASON FOR DIGGING A DEN IS TO HAVE A

- A. PLACE TO SLEEP.
- B. SHELTER FROM THE RAIN.
- C. HIDING PLACE FROM THE DOGS.
- \*D. HOME FOR THE CURS.

2101422  
2101422  
2101422  
2101422  
2101422

THE CURS ARE BORN IN THE

- A. WINTER.
- B. FALL.
- \*C. SPRING.
- D. SUMMER.

2101423  
2101423  
2101423  
2101423  
2101423

THE NUMBER OF CURS BORN IS

- A. FOUR.
- B. NO SET NUMBER.
- C. NINE.
- \*D. FOUR TO NINE.

2101424  
2101424  
2101424  
2101424  
2101424

THE FOOD IS FURNISHED FOR THE BABIES BY THE

- \*A. FATHER.
- B. CURS.
- C. MOTHER.
- D. FARMER.

2101425  
2101425  
2101425  
2101425  
2101425

THE RED FOX HELPS THE FARMER BY

- A. RAIDING THE HENHOUSE.
- B. RUNNING THE DOGS.
- \*C. DESTROYING RATS AND MICE.

2101426  
2101426  
2101426  
2101426

D. DIGGING HIS DEN IN OLD LOGS.

2101426

IF A PERSON IS AS SLY AS A FOX, HE WOULD BE

2101427

- A. FAST.
- \*B. CUNNING.
- C. STRONG.
- D. LOYAL.

2101427  
2101427  
2101427  
2101427  
2101427

THE BEST TITLE FOR THIS ARTICLE IS

2101428

- \*A. THE CLEVER RED FOX.
- B. OUTWITTING THE FOXHOUNDS.
- C. A GOOD ANIMAL PARENT.
- D. THE FARMERS FRIEND AND FOE.

2101428  
2101428  
2101428  
2101428  
2101428

THE MAIN IDEA OF THE ARTICLE IS THE

2101429

- A. RESPONSIBILITY THE RED FOX FEELS FOR FEEDING HIS CURS.
- \*B. CHARACTERISTICS, HABITS AND LIKE OF THE RED FOX.
- C. LOYALTY THE RED FOX HAS FOR HIS MATE.
- D. CLEVER WAY A RED FOX FOOLS THE PURSUING DOG PACK.

2101429  
2101429  
2101429  
2101429  
2101429

IN THIS ARTICLE WHAT DO THE FOLLOWING WORDS MEAN

0136

HAFFLED

2101430

- \*A. PUZZLED
- B. ANGERED
- C. FRIGHTENED
- D. MOUSED

2101430  
2101430  
2101430  
2101430  
2101430

PURSUING

2101431

- A. BARKING
- B. CATCHING
- \*C. CHASING
- D. RUNNING

2101431  
2101431  
2101431  
2101431  
2101431

UNRAVEL

2101432

- A. SEPARATE THREADS
- \*B. FIGURE OUT
- C. PULL APART
- D. FIND A SCENT

2101432  
2101432  
2101432  
2101432  
2101432

RAID

2101433

- A. TEARING SOMETHING APART
- B. A POWERFUL INSECT SPRAY
- C. A SUDDEN INVASION BY POLICE
- \*D. ENTERING AND SEIZING SOMETHING

2101433  
2101433  
2101433  
2101433  
2101433

EACH OF THE FOLLOWING STATEMENTS IS BASED ON THE ARTICLE YOU HAVE READ. PLACE EITHER A OR B IN THE SPACE PROVIDED.

0137

- A. FACT
- B. OPINION

THE FOX IS A MEMBER OF THE CANINE FAMILY. \*A

2101434

A FOX IS SMARTER THAN A DOG. \*B

2101435

A FOX CAN RUN FASTER THAN A DOG. \*B

2101436

THE FOX NEVER LEAVES HIS OWN TERRITORY WHEN HE IS BEING CHASED BY DOGS. \*A

2101437  
2101437

THE FOXS DEN IS NOT ALWAYS WELL-MADE. \*B

2101438



ALL FARMERS HATE FOXES. \*R

2101439

NO MORE THAN NINE CUBS ARE BORN IN A LITTER. \*A

2101440

\*\*\*\*\*  
THE STUDENT CAN RECOGNIZE A TOPIC SENTENCE BY IDENTIFYING THE  
MAIN IDEA OF A STORY HE HAS READ AND ITS RELATIONSHIP WITH THE  
TITLE. %5n

0169

DIRECTIONS - WHICH SENTENCE MOST CLEARLY PRESENTS THE MAIN IDEA  
OF THE STORY?

0173

WHY COWBOYS SING IN TEXAS

2101758

- A. EVERYBODY KNOWS HOW COWBOYS SING TODAY IN TEXAS.
- B. THAT WAS A LONELY TIME, LONG AGO.
- \*C. THIS STORY TELLS HOW SONG CAME TO TEXAS COWBOYS.

2101758

2101758

2101758

PIPPY FINDS A SPINX

2101759

- \*A. PIPPI COULD DO ALMOST ANY STRANGE AND IMPOSSIBLE THING SHE  
THOUGHT OF DOING.
- B. HER HORSE AND MONKEY LIVED WITH HER - BUT NO GROWN-UPS.
- C. WITH PIPPI AROUND, YOU NEVER COULD TELL WHAT WOULD HAPPEN  
NEXT.

2101759

2101759

2101759

2101759

2101759

PINOCCHIO

2101760

- A. HE WAS FULL OF FUN, BUT HE OFTEN GOT INTO TROUBLE.
- B. INSTEAD, PINOCCHIO TRAVELED WITH THE FOX AND THE CAT.
- \*C. PINOCCHIO WAS A WOODEN PUPPET.

2101760

2101760

2101760

2101760

RAFFY AND THE HONKEREEST

2101761

- \*A. RAFFY WAS BORN IN AFRICA IN A THICKET OF BUSH AND THORN.
- B. ALL DAY LONG THE SUN SHONE DOWN ON THE WIDE PLAINS OF HARD,  
DRY EARTH CALLED THE VELDT.
- C. BUT RAFFY DID NOT MIND THE DUST AND HEAT.

2101761

2101761

2101761

2101761

2101761

FIRST ADVENTURE WITH THE WORLD

2101762

- A. OSA JOHNSON LIVED FOR A LONG TIME IN AFRICA, WHERE SHE CAME  
TO KNOW MUCH ABOUT LIONS.
- \*B. THIS IS OSA JOHNSONS STORY OF THE LION CUB, TARNISH.
- C. TARNISH LEARNED THAT THE WORLD IS ENORMOUS AND WONDERFUL -  
BUT DANGEROUS.

2101762

2101762

2101762

2101762

2101762

2101762

\*\*\*\*\*  
THE STUDENT CAN INTERPRET THE MORALS THAT ARE OFTEN USED IN  
FABLES BY CHOOSING THE CORRECT MEANING FOR A GIVEN MORAL. %5n

0059

DIRECTIONS EACH QUESTION BELOW IS A MORAL, THE KIND YOU MIGHT  
SEE IN A FABLE. FIGURE OUT WHAT THE MORAL MEANS AND  
MATCH IT WITH ITS MEANING.

0049

IT IS EASY TO DISLIKE WHAT YOU CANNOT GET.

2100616

- A. IF YOU CANT GET WHAT YOU WANT, YOU CAN STILL BE HAPPY.

2100616

- B. BE HAPPY WITH WHAT YOU HAVE.

2100616

- \*C. IF YOU CANT GET WHAT YOU WANT, YOU MIGHT SAY YOU NEVER  
REALLY WANTED IT.

2100616

2100616

- D. IF YOU CANT GET WHAT YOU WANT, DONT GIVE UP - KEEP TRYING

2100616



TO GET IT.	2100616
WASTE NOT, WANT NOT.	2100617
A. IT IS BEST NOT TO WANT TOO MUCH BECAUSE THEN PEOPLE WILL CALL YOU GREEDY.	2100617
*B. YOU SHOULDN'T BE WASTEFUL BECAUSE SOMEDAY YOU MIGHT WANT THE THING YOU WASTED.	2100617
C. IF YOU NEVER WANT ANYTHING YOU WILL NEVER BE ABLE TO WASTE ANYTHING.	2100617
D. NOBODY WANTS YOU IF YOU ARE A PERSON WHO WASTES THINGS.	2100617
HE WHO HESITATES IS LOST.	2100618
*A. DON'T WAIT - ACT BEFORE IT'S TOO LATE.	2100618
B. IF YOU DON'T ACT QUICKLY, YOU MIGHT GET LOST AND NOT BE FOUND AGAIN.	2100618
C. IF YOU GET LOST, DON'T HESITATE TO ASK SOMEONE FOR HELP.	2100618
D. YOU SHOULD SAVE UP FOR A RAINY DAY OR YOU WILL BE SORRY.	2100618
PLEASE ALL, AND YOU WILL PLEASE NONE.	2100619
A. ALWAYS REMEMBER TO SAY PLEASE TO EVERYONE.	2100619
B. DON'T TRY TO PLEASE ANYBODY BUT YOURSELF.	2100619
C. YOU SHOULD TRY TO PLEASE EVERYBODY OR YOU WON'T PLEASE ANYBODY.	2100619
*D. YOU CAN'T PLEASE EVERYBODY ALL THE TIME.	2100619
IT IS NOT ONLY FINE FEATHERS THAT MAKE FINE BIRDS.	2100620
A. A BIRD CAN BE NICE EVEN IF HIS FEATHERS AREN'T PRETTY.	2100620
B. BIRDS THAT HAVE FINE FEATHERS AREN'T ALWAYS THE BEST TASTING BIRDS.	2100620
*C. IT IS WHAT'S INSIDE A PERSON THAT COUNTS - NOT HIS LOOKS.	2100620
D. IF A PERSON IS NOT GOOD LOOKING HE SHOULDN'T WORRY - PEOPLE WILL LIKE HIM ANYWAY.	2100620
*****	
THE STUDENT WILL RECOGNIZE HAIKU POETRY FORM BY DETERMINING WHETHER A POEM IS OR IS NOT HAIKU. #30	0010
BEE'S HUMMING SOFTLY AMID RAINBOWS OF COLOR. MY GARDEN IS FULL. THIS IS *NOT* AN EXAMPLE OF HAIKU BECAUSE	2100088
A. IT DOESN'T HAVE THE RIGHT SUBJECT.	2100088
*B. IT IS NOT DIVIDED INTO THE RIGHT NUMBER OF LINES.	2100088
C. IT HAS TOO MANY SYLLABLES.	2100088
D. IT DOES NOT RHYME.	2100088
TREES SKETCHED IN CHARCOAL ON A ROSE - TINTED CANVAS SUNSET IN WINTER	2100089
THIS	2100089
A. IS *NOT* HAIKU BECAUSE THE PUNCTUATION IS WRONG.	2100089
B. IS *NOT* HAIKU BECAUSE IT HAS 17 SYLLABLES.	2100089
*C. *IS* HAIKU.	2100089
D. IS NOT A POEM AT ALL.	2100089
A POEM THAT HAS THE TITLE *PEOPLE I KNOW* WOULD PROBABLY	2100090
*A. *NOT* BE HAIKU, BECAUSE THE SUBJECT IS WRONG.	2100090
B. *NOT* BE HAIKU BECAUSE HAIKU DOESN'T HAVE A TITLE.	2100090
C. *NOT* BE HAIKU BECAUSE THERE ARE NOT ENOUGH SYLLABLES IN	2100090

THE TITLE.  
D. \*BE\* AN EXAMPLE OF HAIKU.

21000  
21000

\*\*\*\*\*  
THE STUDENT CAN DEMONSTRATE KNOWLEDGE OF LIMERICK POETRY FORM  
BY INDICATING WHAT DISTINGUISHES A LIMERICK AS A SPECIAL FORM  
OF POETRY. %6n

00

DIRECTIONS. LOOK AT EACH LIMERICK BELOW. MARK

001

- A. IF THE PUNCTUATION IS WRONG.
- B. IF THE LENGTH OF THE LINES IS WRONG.
- C. IF THE RHYME PATTERN IS WRONG.
- D. IF THE LAST LINE IS NOT A PUNCH LINE.
- E. IF THE LIMERICK IS CORRECT AS IT IS.

THERE WAS AN OLD MAN IN A BARGE,  
WHOSE NOSE WAS EXCEEDINGLY LARGE  
BUT IN FISHING AT NIGHT,  
IT SUPPORTED A LIGHT,  
SO HE FISHED AND GOT MANY A BITE. \*C

210018  
210018  
210018  
210018  
210018

A LION EMERGED FROM HIS LAIR  
FOR A SHORT SUMMER CUT TO HIS HAIR,  
BUT THE BARRER HE WEPT  
WHILE HIS CUSTOMERS SLEPT  
AND I KNOW MANY PEOPLE IN THERE. \*D

210018  
210018  
210018  
210018  
210018

AS A BEAUTY, IM NOT A GREAT STAR,  
THERE ARE OTHERS MORE HANDSOME BY FAR.  
BUT MY FACE I DONT MIND IT,  
BECAUSE IM BEHIND IT.  
TIS THE FOLKS OUT IN FRONT THAT ! JAR. \*A

210018  
210018  
210018  
210018  
210018

SUSANNA, A SWEET LITTLE MISS,  
DECLARED ROLLER SKATING WAS BLISS,  
BUT HER FATE,  
A WHEEL OFF THE BOTTOM OF HER SKATE. \*B

210018  
210018  
210018  
210018

THERE WAS A YOUNG MAN OF BENGAL  
WHO WENT UP TO A FANCY-DRESS BALL.  
HE WENT JUST FOR FUN  
DRESSED UP AS A BUN,  
AND HIS FRIFND SAW HIM DANCE IN THE HALL. \*D

210018  
210018  
210018  
210018  
210018

THERE WAS A YOUNG MAN WITH A BEARD  
WHO SAID, IT WAS JUST AS I THOUGHT  
TWO OWLS AND A HEN,  
FOUR LARKS AND A WREN  
HAVE ALL BUILT THEIR NESTS IN MY BEARD. \*C

210018  
210018  
210018  
210018  
210018

\*\*\*\*\*  
C THE STUDENT CAN SHOW COMPRFHENSION OF A LIMERICK BY  
INDICATING WHY A GIVEN LIMERICK IS CORRECT OR INCORRECT IN FORM.  
%6n

0022

A LIMERICK USUALLY  
A. DEALS WITH ANIMALS.

2100176  
2100176

- B. DEALS WITH NATURE.
- \*C. IS HUMOROUS.
- D. IS SOMETHING BELIEVABLE.

2100176  
2100176  
2100176

A LIMERICK USUALLY HAS

- \*A. 5 LINES
- B. FROM 3 TO 5 LINES
- C. FOUR LINES
- D. 6 LINES

2100177  
2100177  
2100177  
2100177  
2100177

WHICH LINES RHYME IN A LIMERICK

- A. EVERY OTHER LINE
- B. FIRST, SECOND, AND FIFTH ONLY
- C. THIRD AND FOURTH ONLY
- \*D. FIRST, SECOND, AND FIFTH  
THIRD AND FOURTH
- F. FIRST AND SECOND LINE  
THIRD AND FOURTH,  
FIFTH AND SIXTH

2100178  
2100178  
2100178  
2100178  
2100178  
2100178  
2100178  
2100178

THE LAST LINE OF A LIMERICK

- A. IS THE SAME LENGTH AS THE FOURTH LINE.
- \*B. IS THE PUNCH LINE.
- C. IS \*NOT\* TOO IMPORTANT, SINCE THE MAIN IDEA IS FOUND IN THE  
OTHER LINES.
- D. GIVES THE READER SOME KIND OF LESSON OR MORAL.

2100179  
2100179  
2100179  
2100179  
2100179  
2100179

THE RULE FOR THE LENGTH OF THE LINES IN A LIMERICK ARE

- A. LINES ARE ALL THE SAME LENGTH.
- B. FIRST, SECOND, AND THIRD LINES ARE LONGER THAN THE REST.
- C. FIRST, SECOND, AND FOURTH LINES ARE LONGER THAN THE REST.
- \*D. FIRST, SECOND, AND FIFTH LINES ARE LONGER THAN THE REST.
- E. LENGTH OF THE LINES IS UP TO THE AUTHOR

2100180  
2100180  
2100180  
2100180  
2100180  
2100180

IN A LIMERICK, CAPITAL LETTERS ARE FOUND

- \*A. AT THE BEGINNING OF EACH WORD.
- \*B. AT THE BEGINNING OF EACH LINE.
- C. AT THE BEGINNING OF EACH NOUN.
- D. WHEREVER THE AUTHOR THINKS THEY ARE NEEDED, ACCORDING TO  
THE RULES OF GRAMMAR AND PUNCTUATION.

2100181  
2100181  
2100181  
2100181  
2100181  
2100181

\*\*\*\*\*

THE STUDENT CAN ANALYZE PARTS OF A POEM BY DETERMINING TO WHICH  
SENSES A POET IS APPEALING. #12

0043

DIRECTIONS

30

YOU WILL BE GIVEN SOME LINES OF POETRY. DECIDE WHICH SENSE YOU  
HAVE TO USE TO ENJOY THE POETRY BETTER.

- A. HEARING
- B. TOUCH
- C. TASTE
- D. SIGHT
- F. SMELL

A BEAUTIFUL BANNER IS STREAMING  
SHINING ITS STARS  
SPLENDID ITS BARS  
UNDER THE SUNLIGHT ARE BEAMING \*D

2100430  
2100430  
2100430  
2100430

BELLS IN THE COUNTRY,  
THEY SING THE HEART TO REST \*A

2100431  
2100431

HARD FROM THE SOUTHEAST BLOWS THE WIND  
PROMISING RAIN. \*B

2100432  
2100432

FOR THE FOOD THAT HE GAVE THE CREW  
WAS A NUMBER OF TONS OF HOT-CROSS BUNS  
CHOPPED UP WITH SUGAR AND GLUE. \*C

2100433  
2100433  
2100433

FIREFLIES FLY  
AND LIGHT THEIR LIGHTS  
ON SUMMER NIGHTS. \*D

2100434  
2100434  
2100434

SHE BOUGHT A COLOURED BIRD  
IT SANG THE SWEETEST, SHRILLEST SONG \*A

2100435

BEWARE THE JABBERWOCK, MY SON  
THE JAWS THAT BITE,  
THE CLAWS THAT CATCH \*B

2100436  
2100436

WITH A PIT-A-PIT PAT  
WITH A CHURR CHURR A-CHURR  
WITH A HO HO HO \*A

2100437  
2100437  
2100437

ON COLD NIGHTS THE FIRE IS WARM \*B

2100438

COULD IT HAVE BEEN A SHADOW,  
RUNNING AWAY ALONE \*D

2100439  
2100439

THE TALL PINK SMELL OF PEACH TREES.  
THE LOW WHITE SMELL OF CLOVER \*E

2100440  
2100440

A FARMER WENT TROTTING  
UPON HIS GRAY MARE  
HE FELT RUMPETY, RUMPETY, RUMP \*B

2100441  
2100441  
2100441

\*\*\*\*\*

THE STUDENT CAN INTERPRET THE MEANING OF A GIVEN POEM BY CHOOSING  
THE CORRECT INTERPRETATION OF WHAT THE POEM MEANS. #130

0045

BELOW ARE POEMS OR PARTS OF POEMS. READ EACH ONE AND ANSWER THE  
QUESTIONS ABOUT WHAT THE POEM MEANS.

0032

MY DOGS SO FURRY IVE NOT SEEN  
HIS FACE FOR YEARS AND YEARS.  
HIS EYES ARE BURIED OUT OF SIGHT  
I ONLY GUESS HIS EARS.

WHEN PEOPLE ASK ME FOR HIS BREED  
I DO NOT KNOW OR CARE.  
HE HAS THE BEAUTY OF THEM ALL  
HIDDEN BENEATH HIS HAIR.

HOW DOES THE BOY FEEL ABOUT HIS DOG?

2100454  
2100454  
2100454  
2100454  
2100454

A. HE WISHES HIS DOG WOULD GET A HAIRCUT.

B. HE WANTS TO GET RID OF HIS DOG.

C. HE LOVES HIS DOG BECAUSE HIS HAIR IS SO PRETTY.

\*D. HE LOVES HIS DOG, BUT NOT BECAUSE THE DOG IS GOOD LOOKING.

THE DOG IS PROBABLY A

- \*A. MUTT
- B. GERMAN SHEPHERD
- C. FRENCH POODLE
- D. BOXER

2100455  
2100455  
2100455  
2100455  
2100455

BELOW ARE POEMS OR PARTS OF POEMS. READ EACH ONE AND ANSWER THE QUESTIONS ABOUT WHAT THE POEM MEANS.

0033

THE YEARS, AT THE SPRING,  
THE DAYS AT THE MORN.  
MORNING, S AT SEVEN.  
THE HILLSIDE, S DEW-PEARLED.

THE LARKS ON THE WING.  
THE SNAILS ON HIS THORN.  
GODS IN HIS HEAVEN---  
ALLS RIGHT WITH THE WORLD.

THE LOCATION WHERE THE POET PROBABLY WROTE THIS POEM IS

- \*A. IN THE PARK
- B. UP IN AN AIRPLANE
- C. IN CHURCH
- D. IN THE MIDDLE OF THE OCEAN

2100456  
2100456  
2100456  
2100456  
2100456

THE MAIN IDEA OF THE POEM IS

- A. THE AUTHOR CANT WAIT TO GET TO HEAVEN
- \*B. THE AUTHOR THINKS THE SPRING DAY IS PERFECT
- C. THE SNAIL MIGHT GET STRUCK BY A THORN
- D. LARKS HAVE WINGS

2100457  
2100457  
2100457  
2100457  
2100457

BELOW ARE POEMS OR PARTS OF POEMS. READ EACH ONE AND ANSWER THE QUESTIONS ABOUT WHAT THE POEM MEANS.

0034

SHADOWS CREEP UP THE MOUNTAIN  
MOUNTAIN GOES BLACK ON THE SKY,  
THE SKY BURSTS OUT WITH A MILLION STARS  
AND HERE, BY THE CAMPFIRE,  
I.

THIS POEM DESCRIBES A

- \*A. SUNSET
- B. MIDNIGHT
- C. SUNRISE
- D. NOON

2100458  
2100458  
2100458  
2100458  
2100458

THE POET FEELS

- A. AFRAID.
- B. TIRED.
- C. SAD.
- \*D. PEACEFUL.

2100459  
2100459  
2100459  
2100459  
2100459

THE POET IS PROBABLY IN

- A. CHICAGO, ILLINOIS.
- B. MIAMI, FLORIDA.
- \*C. YELLOWSTONE PARK, WYOMING.
- D. EAGLE RIVER, WISCONSIN.

2100460  
2100460  
2100460  
2100460  
2100460

BELOW ARE POEMS OR PARTS OF POEMS. READ EACH ONE AND ANSWER THE QUESTIONS ABOUT WHAT THE POEM MEANS.

0035

YOUR FLAG AND MY FLAG  
AND OH HOW MUCH IT HOLDS---  
YOUR LAND AND MY LAND---  
SECURE WITHIN ITS FOLDS

\*YOUR\* MEANS THE POET IS TALKING TO

- A. HIS FRIEND
- \*B. EVERYONE IN AMERICA
- C. EVERYONE IN THE WORLD
- ~~D. EVERYONE WHOSE RELIGION IS THE SAME AS HIS~~

2100461  
2100461  
2100461  
2100461  
2100461

WHAT FEELING IS THE POET TRYING TO EXPRESSO

- \*A. HE LOVES HIS COUNTRY.
- B. HE LOVES THE COLORS OF THE FLAG.
- C. HE DISLIKES FLAGS OF OTHER COUNTRIES.
- ~~D. HE DOESNT WANT TO SHARE THE FLAG WITH MANY OTHER PEOPLE.~~

2100462  
2100462  
2100462  
2100462  
2100462

WHEN DID THE POET PROBABLY WRITE THE POEMO

- A. AT CHRISTMAS TIME
- \*B. ON JULY 4TH
- C. AT EASTER TIME
- ~~D. ON COLUMBUS DAY~~

2100463  
2100463  
2100463  
2100463  
2100463

THE POET FEELS

- \*A. PROUD
- B. SAD
- C. INSECURE
- ~~D. FRIENDLY~~

2100464  
2100464  
2100464  
2100464  
2100464

BELOW ARE POEMS OR PARTS OF POEMS. READ EACH ONE AND ANSWER THE  
QUESTIONS ABOUT WHAT THE POEM MEANS.

0036

IF YOU EVER, EVER MEET A GRIZZLY BEAR,  
YOU MUST NEVER, NEVER, NEVER ASK HIM \*WHERE\*  
~~HE IS GOING,~~  
OR \*WHAT\* HE IS DOING.  
FOR IF YOU EVER, EVER DARE  
TO STOP A GRIZZLY BEAR,  
YOU WILL NEVER MEET \*ANOTHER\*  
GRIZZLY BEAR.

THE POET THINKS BEARS ARE

- A. CUTE.
- B. TALKING ANIMALS.
- \*C. DANGEROUS.
- D. DISAPPEARING FROM OUR COUNTRY.

2100465  
2100465  
2100465  
2100465  
2100465

WHY SHOULDN'T YOU ASK A BEAR WHERE HES GOINGO

- \*A. HE MIGHT KILL YOU IF YOU GET TOO CLOSE
- B. HE COULDN'T ANSWER YOU BECAUSE BEARS DONT TALK
- C. HE MIGHT THINK YOU ARE TOO NOSY
- D. HE MIGHT BE AFRAID YOU WOULD FOLLOW HIM

2100466  
2100466  
2100466  
2100466

\*\*\*\*\*

THE STUDENT CAN SHOW UNDERSTANDING OF THE POEM \*THE SANDPIPER\* BY  
CHOOSING THE CORRECT MEANINGS FOR WORDS AND PHRASES. 85

0170

READ THE FOLLOWING POEM CAREFULLY.

174

THE SANDPIPER



AT THE EDGE OF TIDE  
HE STOPS TO WONDER.  
RACES THROUGH  
THE LACE OF THUNDER.

ON TOOTHPICK LEGS  
SWIFT AND BRITTLE,  
HE RUNS AND PIPES  
AND HIS VOICE IS LITTLE.

BUT SMALL OR NOT,  
HE HAS A NOTION  
TO OUTSHOUT  
THE ATLANTIC OCEAN.

FRANCES FROST

REREAD THE POEM AND COMPLETE THE FOLLOWING STATEMENTS BY CHOOSING  
THE CORRECT ANSWER.

THE SANDPIPER IS A

- A. DOG.
- B. REPTILE.
- \*C. BIRD.
- D. CANARY.

2101763  
2101763  
2101763  
2101763  
2101763

THE LACE OF THUNDER MEANS

- A. LACE ON A BRIGHT COLORED DRESS.
- B. DARK STORM CLOUDS.
- C. LIGHTNING.
- \*D. ROLLING WAVES.

2101764  
2101764  
2101764  
2101764  
2101764

THE SANDPIPER IS

- \*A. QUICK.
- B. SLOW.
- C. SHY.
- D. FRIENDLY.

2101765  
2101765  
2101765  
2101765  
2101765

THE WORD THAT BEST DESCRIBES THE SANDPIPERS LEGS IS

- A. SOFT.
- \*B. TOOTHPICK.
- C. LITTLE.
- D. LACE.

2101766  
2101766  
2101766  
2101766  
2101766

THE SANDPIPER WANTS TO BE LOUDER THAN

- A. ANY OTHER BIRD.
- B. ALL PEOPLE.
- \*C. THE OCEAN.
- D. ANY OTHER SANDPIPER.

2101767  
2101767  
2101767  
2101767  
2101767

\*\*\*\*\*

THE STUDENT CAN INTERPRET THE MOOD OF A GIVEN POEM BY CHOOSING  
THE CORRECT MOOD FROM A LIST. #12

0044

DIRECTIONS

BELOW ARE PARTS OF POEMS. READ EACH ONE AND THEN DECIDE WHAT THE

MOOD OF EACH POEM IS. CHOOSE

A. IF THE POEM IS SILLY

31

- B. IF THE POEM IS HAPPY
- C. IF THE POEM IS MYSTERIOUS
- D. IF THE POEM IS PEACEFUL
- E. IF THE POEM IS SAD

THE NIGHT THE GREEN MOTH CAME FOR ME,  
HE CAME SO CLOSE THAT I COULD SEE  
HIS GOLDEN EYES, AND SWEET AND CHILL,  
HIS FAINT BREATH WAVERED OVER ME.  
COME CHILD, MY BEAUTIFUL, SAID HE. \*C

2100442  
2100442  
2100442  
2100442  
2100442

HE WILL NOT SEE ME STOPPING HERE  
TO WATCH HIS WOODS FILL UP WITH SNOW.  
THE WOODS ARE LOVELY, DARK, AND DEEP. \*D

2100443  
2100443

IS A CATERPILLAR TICKLISH  
WELL, ITS ALWAYS MY RELIEF  
THAT HE GIGGLES, AS HE WIGGLES  
ACROSS A HAIRY LEAF. \*A

2100444  
2100444  
2100444

A KITE, A SKY, AND A GOOD FIRM BREEZE  
AND ACRES OF GROUND AWAY FROM THE TREES,  
AND ONE HUNDRED YARDS OF CLEAN, STRONG STRING---  
O BOY, O BOY I CALL THAT SPRING \*B

2100445  
2100445  
2100445  
2100445

HES GONE---AND THERE IS NOTHING.  
EVEN HIS EMPTY GLOVE AND HAT---ARE NOTHING.  
HES GONE, AND I AM NOTHING. \*E

2100446  
2100446  
2100446

I LIKE TO WALK  
AND HEAR THE BLACK CROWS TALK.  
I LIKE TO SEE  
CROWS SPILLING FROM A TREE. \*B

2100447  
2100447  
2100447  
2100447

THIS IS MY ROCK  
AND HERE COME I  
BEFORE THE NIGHT HAS SWEEPED THE SKY  
THIS IS MY ROCK,  
THIS IS THE PLACE  
I MEET THE EVENING FACE TO FACE. \*D

2100448  
2100448  
2100448  
2100448  
2100448  
2100448

ISABEL, ISABEL, DIDNT WORRY,  
ISABEL DIDNT SCREAM OR SCURRY.  
SHE WASHED HER HANDS  
AND SHE STRAIGHTENED HER HAIR UP,  
THEN ISABEL QUIETLY ATE THE BEAR UP. \*A

2100449  
2100449  
2100449  
2100449  
2100449

OH, HOW I LOVE TO SKIP ALONE  
ALONG THE BEACH IN MOISTY WEATHER  
I SKIP ALONG SO BRAVE AND BIG. \*B

2100450  
2100450  
2100450

LIFE MUST GO ON  
THOUGH GOOD MEN DIE.  
LIFE MUST GO ON  
I FORGET JUST WHY. \*E

2100451  
2100451  
2100451  
2100451

THE MOON COMES EVERY NIGHT TO PEEP  
THROUGH THE WINDOW WHERE I LIE.  
BUT I PRETEND TO BE ASLEEP  
AND WATCH THE MOON GO  
SLOWLY BY. ---

2100452  
2100452  
2100452  
2100452  
2100452

AND SHE NEVER MAKES A SOUND. \*D

2100452

I NEVER SAW A PURPLE COW  
I NEVER HOPE TO SEE ONE.  
BUT I CAN TELL YOU ANYHOW  
ID RATHER SEE THAN BE ONE. \*A

2100453  
2100453  
2100453  
2100453

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE UNDERSTANDING OF MOOD IN POETRY  
BY IDENTIFYING THE WORDS USED IN \*SILVER\* THAT SET THE MOOD  
OF THE POEM. %3

0240

CHOOSE THE LETTER BY THE WORD WHICH DESCRIBES THE FEELING OF THE  
POEM SILVER .

2102280  
2102280  
2102280  
2102280  
2102280  
2102280

- A. BRIGHT
- B. SHINEY
- \*C. SHADOWY
- D. GLAREY

TO HELP SET THE MOOD OF SILVER . THE POET USED MANY

2102281  
2102281  
2102281  
2102281  
2102281

- A. ADJECTIVES.
- B. ADVERBIALS.
- C. VERBS.
- \*D. ALL OF THE ABOVE.

WHAT WERE YOU PROBABLY DOING AT THE SAME TIME THE POEM SILVER  
IS TAKING PLACE

2102282  
2102282  
2102282  
2102282  
2102282  
2102282

- A. EATING SUPPER
- \*B. SLEEPING
- C. WORKING
- D. PLAYING

\*\*\*\*\*

THE STUDENT CAN RECOGNIZE WORDS THAT RHYME BY CHOOSING THE WORD  
THAT RHYMES WITH A GIVEN WORD. %15

0041

CHOOSE THE WORDS THAT RHYME.

28

THEE

2100415  
2100415  
2100415  
2100415  
2100415

- A. THY
- B. THEY
- C. HURRIED
- \*D. LIBERTY

WHITE

2100416  
2100416  
2100416  
2100416  
2100416

- \*A. TIGHT
- B. BROUGHT
- C. SIDE
- D. WAIT

BOX

2100418  
2100418  
2100418  
2100418  
2100418

- A. TAX
- \*B. KNOCKS.
- C. ROCK
- D. BRAKES

CHURCH

2100419

A. SQUIRTS  
B. LURCHES  
\*C. BIRCH  
D. DIRT

2100419  
2100419  
2100419  
2100419

GROWN

A. GREEN  
\*B. MOAN  
C. BORN  
D. SLOW

2100420  
2100420  
2100420  
2100420  
2100420

SHOES

\*A. NEWS  
B. NOSE  
C. SHOOTS  
D. TOES

2100421  
2100421  
2100421  
2100421  
2100421

ILLINOIS

\*A. TOYS  
\*B. BOY  
C. NOISY  
D. NOSE

2100422  
2100422  
2100422  
2100422  
2100422

CHARCOAL

A. TOLD  
B. TOOL  
C. LOAD  
\*D. POLE

2100423  
2100423  
2100423  
2100423  
2100423

DINOSAUR

\*A. ORF  
B. SOUR  
C. TAUGHT  
D. POWER

2100424  
2100424  
2100424  
2100424  
2100424

RAISE

A. PAINS  
B. HAZY  
\*C. DELAYS  
D. EASF

2100425  
2100425  
2100425  
2100425  
2100425

WEIGH

A. DESTROY  
\*B. YESTERDAY  
C. WHY  
D. WEIGHT

2100426  
2100426  
2100426  
2100426  
2100426

REDUCE

A. BOOTH  
B. PROPOSE  
C. PRODUCER  
\*D. PAPOOSE

2100427  
2100427  
2100427  
2100427

BARF

\*A. AIR  
B. ARE  
C. WAR  
D. BEER

2100428  
2100428  
2100428  
2100428  
2100428

\*\*\*\*\*

THE STUDENT WILL ANALYZE THE RHYTHM PATTERN IN GIVEN POEMS BY CHOOSING THE CORRECT RHYTHM OR BEAT OF EACH POEM. #7

0042

DIRECTIONS

29

YOU WILL BE GIVEN PARTS OF SEVERAL POEMS. READ EACH ONE TO YOURSELF AND THINK OF THE RHYTHM OR BEAT OF EACH POEM. CHOOSE.

- A. IF THE PATTERN IS -- -- -- -- ETC.
- B. IF THE PATTERN IS - - - - ETC.
- C. IF THE PATTERN IS - - - - ETC.

THE PEACOCK MARCHES PROUDLY, SLOWLY  
SURE THAT YOU HAVE NEVER SEEN \*B

2102764  
2102764

CHRISTMAS IS A COMIN  
AND THE GEESE ARE GETTIN FAT \*C

2102765  
2102765

THE HOUSE OF THE MOUSE  
IS A WEE LITTLE HOUSE \*A

2102766  
2102766

IM GLAD THAT I  
LIVE NEAR A PARK \*B

2102767  
2102767

SOMETHING TOLD THE WILD GEESE  
THAT IT WAS TIME TO GO. \*C

2102768  
2102768

LITTLE LUCY LOST HER LOCKET  
LOVELY, LUCKY, LITTLE LOCKET \*C

2102769  
2102769

I NEVER SAW A PURPLE COW,  
I NEVER HOPE TO SEE ONE \*B

2102770  
2102770

\*\*\*\*\*

GIVEN A BRIEF REVIEW, THE STUDENT CAN DEMONSTRATE UNDERSTANDING OF WRITTEN MATERIAL BY SELECTING AN APPROPRIATE STORY TITLE. #18

0176

DIRECTIONS - READ EACH BOOK DESCRIPTION GIVEN BELOW. CHOOSE FROM THE LIST OF TITLES THE ONE YOU FEEL IS MOST FITTING.

0180

- A. THE YOUNGEST CAMEL
- B. HURRY HOME, CANDY
- C. ADVENTURES IN BLACK
- D. THE TRIUMPH OF THE SEEING EYE

STORIES ABOUT THE DESERT AND AN OASIS AND CAMEL CARAVANS ARE RARE, AND THIS BEAUTIFULLY AND SIMPLY WRITTEN STORY OF A CAMEL AND HIS GROWING UP HAS A RICH A COLORFUL BACKGROUND. \*A

2102179  
2102179  
2102179

THIS ABSORBING BOOK TELLS THE STORY OF FAMOUS SPIES AND UNDERCOVER AGENTS WHOSE SECRET ACTIVITIES ARE KNOWN AS BLACK OPERATIONS. \*C

2102180  
2102180  
2102180

THIS MOVING BOOK TELLS THE STORY OF THE REMARKABLE BREAKTHROUGH WHICH OCCURS EACH TIME A DOG AND A BLIND MAN ARE BROUGHT TOGETHER BY THE SEEING EYE. \*D

2102181  
2102181  
2102181

CHOOSE A TITLE THAT YOU FEEL IS MOST FITTING FOR EACH BOOK DESCRIPTION.

0181

- A. HARRIET THE SPY
- B. WILDERNESS BRIDE

- C. BREAKTHROUGH TO THE BIG LEAGUE  
D. THE GOLDEN NAME DAY  
E. FAR OUT THE LONG CANAL

SET AGAINST THE BACKGROUND OF A MORMON WAGON-TRAIN HEADING FOR UTAH IN 1846, THIS NOVEL TELLS THE STORY OF A YOUNG MORMON GIRL, COREY TREMAINE. THE HARDSHIP OF TRAIL LIFE AND THE ARDUOUS DISCIPLINE OF LIVING UNDER THE COMMANDS OF THE CHURCH FATHERS ARE LIGHTENED FOR HER BY A TENDER ROMANCE WITH YOUNG ETHAN TURNER, ALSO MIGRATING WEST TO UTAH WITH THE MORMONS. \*B

2102182  
2102182  
2102182  
2102182  
2102182  
2102182

COURAGE COMES IN ALL SIZES, SHAPES, AND COLORS. IN THIS BOOK CHILDREN MEET ONE OF THE MODERN DAYS COURAGEOUS HEROES, JACKIE ROBINSON, WHO WAS PROUD ENOUGH AND STRONG ENOUGH TO TAKE THE SLIGHTS AND INSULTS THAT COME WITH BEING THE FIRST NEGRO PLAYER IN MAJOR LEAGUE BASEBALL. \*C

2102183  
2102183  
2102183  
2102183  
2102183

WITH HIS USUAL DEFT TOUCH, MEINDERT DEJONG CAPTURES THE ESSENCE OF HOLLAND AND THE MOOD OF A LITTLE BOY IN HIS LATEST HANS BRINKER-LIKE STORY. MOONTA WAS THE ONLY NINE-YEAR OLD IN HIS VILLAGE WHO COULD NOT SKATE. LAST TIME THE ICE CAME, MOONTA WAS SICK. BUT NOW THE ICE WAS COMING AGAIN AND MOONTA WOULD SOON BE SKATING TOWARD THE GREATEST ADVENTURE OF HIS YOUNG LIFE. \*E

2102184  
2102184  
2102184  
2102184  
2102184  
2102184

HARRIET IS NOT A TYPICAL SUGAR AND SPICE HEROINE. BUT RATHER, LIKE A FLESH AND BLOOD GIRL, SHE IS A COMPOSITE OF MANY THINGS. FOREMOST AMONG THESE IS THE INTENSE CURIOSITY WHICH SENDS HARRIET AROUND MANHATTAN NEIGHBORHOOD WRITING DOWN IN A NOTEBOOK EVERYTHING SHE SEES AND HEARS. WHEN THE NOTEBOOK FALLS INTO THE WRONG HANDS, HARRIET'S ALL-TOO-TRUE NOTES GET HER INTO TROUBLE. \*A

2102185  
2102185  
2102185  
2102185  
2102185  
2102185

CHOOSE A TITLE THAT YOU FEEL IS MOST FITTING FOR EACH BOOK DESCRIPTION.

0182

- A. PILOT DOWN, PRESUMED DEAD  
B. FAST CIRCUIT  
C. THE STORY OF THE OTHER WISE MAN  
D. THE HOUSE OF SIXTY FATHERS

RACING CAR ENTHUSIAST NICK BAILEY IS NOW THE NUMBER ONE DRIVER ON THE WORKS TEAM OF A CARBURETOR MANUFACTURER. IN TRIAL RUNS FOR THE GRAND PRIX, SABOTAGE SERIOUSLY INJURES THE NUMBER TWO DRIVER AND THE TOP SECRET FUEL INJECTOR IS FOUND TO BE MISSING FROM THE WRECKED CAR. AND THEN THE NUMBER TWO DRIVER MYSTERIOUSLY DISAPPEARS. \*C

2102186  
2102186  
2102186  
2102186  
2102186  
2102186

THE SCENE HERE IS CHINA DURING THE JAPANESE OCCUPATION. YOUNG TIEN PAO IS ALONE WITH A PIG ON HIS FAMILY'S SAMPAN WHEN THE BOAT BREAKS LOOSE AND IS CARRIED BY THE RIVER INTO OCCUPIED TERRITORY. \*D

2102187  
2102187  
2102187  
2102187

STEVE FERRIS WHILE ON A ROUTINE FLIGHT FROM BAJA CALIFORNIA, MEXICO, TO SAN DIEGO, RUNS INTO A FIERCE STORM AND IS FORCED TO LAND ON A DESERTED ISLAND IN THE PACIFIC. \*A

2102188  
2102188  
2102188

DIRECTIONS - READ EACH BOOK DESCRIPTION GIVEN BELOW. CHOOSE FROM THE LIST OF TITLES THE ONE YOU FEEL IS MOST FITTING.

0183

- A. THE BIG GOOSE AND THE LITTLE WHITE DUCK  
B. AMELIA REDELIA  
C. HAROLD'S CIRCUS  
D. HARRY THE DIRTY DOG



WHEN AMELIA BEDELIA IS LEFT ALONE IN THE HOUSE ON HER FIRST DAY OF WORK. ANYTHING CAN HAPPEN. AND IT DOES. AMELIA BEDELIA'S LIST OF CHORES WILL HAVE YOUNG READERS AND LISTENERS ROLLING ON THE FLOOR IN HYSTERICS. BY PEGGY PARISH \*B

2102189  
2102189  
2102189  
2102189

THE STORY OF HOW THE BIG GOOSE AND HIS FRIEND, THE LITTLE WHITE DUCK, GAINED A PERMANENT HOME ON THE FARM WILL PLEASE READERS TODAY AS MUCH AS IT PLEASED ITS FANS WHEN IT WAS FIRST PUBLISHED OVER TWENTY-FIVE YEARS AGO. BY MEINDERT DEJONG \*A

2102190  
2102190  
2102190  
2102190

THIS TIME HAROLD AND HIS PURPLE CRAYON ARE IN COMMAND OF A LARGE, LAUGHTER - FILLED CIRCUS. HE KNOWS THAT THE IMPORTANT THING IS FOR A CIRCUS AUDIENCE TO BE HAPPY - AND THAT IS PRECISELY WHAT YOUR THIRD-GRADERS WILL BE. \*C

2102191  
2102191  
2102191  
2102191

POOR HARRY IS A WHITE DOG WITH BLACK SPOTS AND WHEN HE BURIES THE THE SCRUBBING BRUSH HE HATES BATHING. HE ENDS UP AS A VERY BLACK DOG WITH WHITE SPOTS. HIS AMUSING SEARCH FOR IDENTITY BRINGS HIM HOME AGAIN. BY GENE ZION \*D

2102192  
2102192  
2102192  
2102192

CHOOSE FROM THE LIST OF TITLES THE ONE YOU FEEL IS MOST FITTING.

0184  
184  
184

- A. JAMES AND THE RAIN
- B. WELCOME HOME
- C. JENNY'S BEDSIDE BOOK
- D. PRINCE BERTRAM THE BAD

A MERRY STORY-POEM, THIS IS A SIMPLE COUNTING BOOK. IT IS ABOUT JAMES, WHO QUESTIONS THE ANIMALS HE MEETS ON HIS WALKS IN THE RAIN. BY KARLA KUSKIN \*A

2102193  
2102193  
2102193

HERE IS ANOTHER JENNY LINSKY STORY. JENNY IS CONVALESCENT AFTER THE FLU. HER MANY FRIENDS VISIT HER AND SHE IS SERENADED BY THE CAT CLUB. THERE IS MUCH GOSSIP FROM FRIENDS FAR AND NEAR. SAND CAT FINALLY COMES TO SEE HER. BY ESTHER AVERILL \*C

2102194  
2102194  
2102194  
2102194

ONCE UPON A TIME A PRINCE A BORN- SO FAR, SO GOOD- BUT THAT WAS THE END OF GOODNESS. FOR PRINCE BERTRAM GREW NAUGHTIER AND NAUGHTIER. EVEN SPANKINGS DID NO GOOD. ONE DAY THE PRINCE HIT A BIG, BLACK BIRD WITH A STONE. THE BIRD TURNED OUT TO BE A WITCH, AND SHE TURNED HIM INTO A DRAGON. THE STORY TELLS HOW THE PRINCE STOPPED BEING A BEAST. BY ARNOLD LOBEL \*D

2102195  
2102195  
2102195  
2102195  
2102195  
2102195

A SLY OLD FOX RETURNS HOME SAFE AFTER THE YEARLY HOLIDAY HUNT. HE LOVES HIS CHILDREN AND HIS WIFE AND KNOWS HE'S RUNNING FOR HIS LIFE. BY LUDWIG BEMELMAUS \*B

2102196  
2102196  
2102196

\*\*\*\*\*  
THE STUDENT CAN ANALYZE DESCRIPTIVE PHRASES AND RELATE THEM TO THE MAIN CHARACTERS OF THE STORY BY CHOOSING THE TERM OR TERMS THAT MOST ACCURATELY DESCRIBE THE CHARACTER GIVEN. \*6

0171

DIRECTIONS - IN EACH OF THE FOLLOWING STATEMENTS THERE IS ONE THAT BEST DESCRIBES EACH OF THE CHARACTERS. CHOOSE THE LETTER OF YOUR CHOICE.

0175

EBENEZER SCROOGE WAS  
A. QUIET, TIMID AND SHY.  
B. FAT, STOCKY AND OUTSPOKEN.  
\*C. MISERLY, SELFISH AND GREEDY.  
D. YOUNG, PATIENT AND OUTSPOKEN.

2101768  
2101768  
2101768  
2101768  
2101768

TINY TIM WAS	2101769
A. TALL, OUTSPOKEN AND SELFISH.	2101769
*B. CHEERFUL, LAME, UNCOMPLAINING.	1769
C. LITTLE, ANNOYING AND OVERACTIVE.	2101769
D. GRABBING, UNFEELING AND IMPATIENT.	2101769
BOB CRATCHITT WAS	2101770
A. OLD, UNKIND AND STINGY.	2101770
B. SPRITELY, GAY AND RICH.	2101770
C. SUCCESSFUL, MISERLY AND UNDEPENDABLE.	2101770
*D. HARDWORKING, KIND AND HUMBLE.	2101770
THE GHOST OF CHRISTMAS PAST WAS	2101771
A. OLD.	2101771
*B. CHILDLIKE.	2101771
C. MANLIKE.	2101771
D. JOLLY.	2101771
THE GHOST OF CHRISTMAS PRESENT WAS	2101772
A. YOUNG.	2101772
B. CRUEL.	2101772
*C. GENTLE.	2101772
D. OLD.	2101772
THE GHOST OF CHRISTMAS FUTURE WAS	2101773
*A. FRIGHTENING.	2101773
B. TINY.	2101773
C. SPRITELY.	2101773
D. PATIENT.	2101773

\*\*\*\*\*

THE STUDENT CAN RECALL THE MAIN EVENTS OF A STORY BY INDICATING THE ORDER IN WHICH A LIST OF EVENTS OCCURRED. #10# 0174

DIRECTIONS - WRITE THE LETTER OF THE STAVE IN THE SPACE PROVIDED THAT TELLS THE MAJOR HAPPENINGS OF THAT SECTION OF THE CHRISTMAS CAROL. 0178

- A. STAVE I
- B. STAVE II
- C. STAVE III
- D. STAVE IV
- E. STAVE V

THE GHOST OF CHRISTMAS PAST APPEARS TO SCROOGE. *B	2102164
CHARLES DICKENS GIVES A VIVID DESCRIPTION OF EBENEZER SCROOGE. *A	2102165
THE END OF IT IS A FITTING TITLE FOR THIS STAVE. *E	2102166
SCROOGES DECEASED PARTNER PAYS HIM A VISIT. *A	2102167
EBENEZER SCROOGE SEES HIMSELF AS THE LONELY LITTLE BOY HE WAS. *B	2102168
THE SPIRIT POINTS TO A TOMBSTONE UPON WHICH SCROOGE SEES HIS NAME. *D	2102169
WE FIRST MEET THE HEARWARMING CHARACTER - TINY TIM. *C	2102170
TINY TIM INTONES FOR THE FINAL AND MOST JOYOUS TIME - GOD BLESS	2102171

US, EVERY ONE

\*E

2102171

A LENGTHY DESCRIPTION OF BOB CRATCHETT AND HIS FAMILY IS GIVEN. \*C

2102172

THE SADDEST AND MOST FRIGHTENING OF ALL THE SPIRITS VISITS SCROOGE, THE TURNING POINT IN THE STORY. \*D

2102173

2102173

\*\*\*\*\*

AFTER READING ROBINSON CRUSOE, THE STUDENTS WILL GIVE EVIDENCE OF HAVING UNDERSTOOD ROBINSON CRUSOE'S BEHAVIOR BY SELECTING ACTIONS THAT LEAD TO SUCH BEHAVIOR. \*80

0312

DIRECTIONS - MARK THE BEST CHOICE FROM THE GIVEN LIST OF ALTERNATIVES IN EACH QUESTION.

THE MAIN REASON CRUSOE VOWED THAT IF GOD WOULD SPARE HIM, HE WOULD IMMEDIATELY GO TO HIS PARENTS AND BE GUIDED BY THEIR ADVICE, WAS THAT HE

3185

A. HATED ISLAND LIFE.

B. WAS LONELY AND HOMESICK.

\*C. WAS AFRAID OF A STORM AT SEA.

D. HAD STRONG RELIGIOUS CONVICTIONS.

A STRONG MOTIVATING FACTOR IN CRUSOE'S LIFE WHICH CAUSED HIM TO CONTINUALLY PLUNGE INTO DANGEROUS SITUATIONS WAS HIS TENDENCY TO

3186

\*A. FORGET VOWS WHEN SITUATIONS BECAME BETTER.

B. LIE ABOUT HIS TRUE FEELINGS AND DO AS HE PLEASED.

C. CRAVE DANGEROUS ADVENTURE WHENEVER IT AROSE.

D. BE LOYALLY DEDICATED TO THE IDEA OF ISLAND LIFE.

CRUSOE'S BRIEF RELIGIOUS FEELING ABOUT BEING SAVED FROM THE SHIPWRECK WAS SIMILAR TO HIS FEELING ON ANOTHER SHIPWRECK EARLIER WHEN

3187

A. WILD NATIVES ATTACKED.

\*B. A TERRIBLE STORM OCCURRED.

C. A GROUP OF SLAVES REVOLTED.

D. HE NEARLY FELL FROM THE MAST.

HAVING BEEN ON THE ISLAND FOR A WEEK, CRUSOE FELT MORE COMFORTABLE THAN WOULD BE EXPECTED BECAUSE

3188

A. WILD GOATS WERE A PLENTIFUL SOURCE OF FOOD.

B. FRUIT TREES WERE ABUNDANT ON THE ISLAND.

\*C. SUPPLIES FROM THE SHIP WERE AVAILABLE.

D. FRIDAY BROUGHT SUPPLIES FROM THE NATIVE CAMP.

AFTER 12 YEARS OF BEING ALONE ON THE ISLAND, CRUSOE'S FEAR OF HUMAN LIFE WAS FIRST TRIGGERED WHEN HE SAW

3189

A. THE HULL OF ANOTHER WRECKED SHIP.

B. A MAN HE LATER NAMED FRIDAY.

C. A GROUP OF FIERCE CANNIBALS.

\*D. A DEFINITELY HUMAN FOOTPRINT.

WHICH OF THE FOLLOWING WAS THE MAIN FACTOR WHICH MOTIVATED CRUSOE TO LEAVE THE ISLAND

3190

A. HE FINALLY FINISHED HIS MAKESHIFT RAFT.

B. HE HAD FRIDAY TO ACCOMPANY HIM.

\*C. HE LEARNED WHERE THE SHORE LINE WAS LOCATED.

D. HE LEARNED THAT CANNIBALS WERE INVADING THE ISLAND.

CRUSOE WAS SHOCKED AND DISAPPOINTED UPON HIS RETURN TRIP TO HIS HOME IN ENGLAND PRIMARILY BECAUSE

3191

- \*A. PEOPLE AND TIMES HAD CHANGED.
- B. HE HAD BECOME ILL ON HIS LONG RETURN TRIP.
- C. OF HIS DISCOVERY THAT HE HAD LEFT HIS REAL HOME, THE ISLAND.
- D. HE MISSED FRIDAY, HIS ONLY TRUE FRIEND.

AFTER RETIRING AND THINKING ABOUT HIS LIFE OF ADVENTURE, HE FELT

3192

- A. PLEASED WITH HIS ADVENTUROUS EXPERIENCES, BUT DISPLEASED WITH RETIREMENT.
- B. SORRY FOR HIS LIFE OF ADVENTURE, BUT HAPPY TO SETTLE DOWN IN RETIREMENT.
- C. PLEASED WITH THE MEMORY OF ADVENTURE, AND GLAD TO SETTLE DOWN.
- \*D. NOT SORRY FOR NOT ACCOMPLISHING MUCH, AND HAPPY IN OLD AGE.

\*\*\*\*\*

THE PUPIL WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH THE DIFFERENCE BETWEEN FACT AND OPINION BY CLASSIFYING GIVEN STATEMENTS BASED ON THE NOVEL \*ROBINSON CRUSOE\*. #10#

0313

DIRECTIONS - CIRCLE THE \*A\* IF THE STATEMENT BELOW IS A FACT, AND \*R\* IF IT IS AN OPINION ACCORDING TO DE FOE'S \*ROBINSON CRUSOE\*.

A B\* ROBINSON CRUSOE WAS A CREATIVE BUILDER.

3193

A\* R ROBINSON CRUSOE WAS SOLD INTO SLAVERY BY A TURK.

3194

A B\* DANIEL DE FOE IS EXCELLENT AT WRITING DESCRIPTION.

3195

A\* B CRUSOE WAS SURPRISED AND AFRAID WHEN HE SAW THE HUMAN FOOTPRINT.

3196

A\* B CRUSOE LEARNED THAT THE NATIVES WHO VISITED THE ISLAND WERE CANNIBALS.

3197

A B\* CRUSOE WAS TOO ADVENTUROUS.

3198

A\* B CRUSOE WAS BOTH HAPPY AND SAD WHEN HE LEFT THE ISLAND.

3199

A B\* CRUSOE WOULD HAVE BEEN HAPPIER IF HE HAD STAYED ON THE ISLAND.

3200

A\* B CRUSOE'S FEELING ABOUT THE VALUE OF MONEY CHANGED.

3201

A\* B CRUSOE WAS MARRIED AND HAD A FAMILY WHEN HE ARRIVED IN ENGLAND.

3202

\*\*\*\*\*

AFTER READING ROBINSON CRUSOE, THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH WHICH STATEMENTS WOULD BE MOST DIFFICULT TO PROVE BY SELECTING THE PROPER RESPONSE. #5#

0314

DIRECTIONS - WHICH STATEMENT IN EACH GROUP OF FOUR WOULD BE MOST DIFFICULT TO PROVE, TRUE OR FALSE. RECORD YOUR RESPONSE ON THE ANSWER SHEET.

- A. \*ROBINSON CRUSOE\* WAS PUBLISHED IN 1719.
- B. \*ROBINSON CRUSOE\* WAS WRITTEN BY DE FOE.
- C. \*ROBINSON CRUSOE\* IS FICTIONAL ADVENTURE.
- \*D. \*ROBINSON CRUSOE\* IS AMONG THE WORLD'S 100 BEST BOOKS.

3203

- A. CRUSOE WENT TO SEA AT AGE 19.
- \*B. CRUSOE WAS A POOR SAILOR AT FIRST.
- C. CRUSOE BECAME SEASICK DURING THE STORM.
- D. CRUSOE WAS SOLD INTO SLAVERY.

3204

- A. CRUSOE SET HIMSELF UP AS A SUGAR PLANTER.
- B. CRUSOE DISCOVERED FRESH WATER ON THE ISLAND.
- \*C. CRUSOE MADE BEST USE OF WHAT WAS ON THE ISLAND.
- ~~D. CRUSOE WAS FRIGHTENED WHEN HE FIRST SAW FRIDAY.~~

3205

- A. CRUSOE LEARNED THAT CANNIBALS BROUGHT BODIES TO THE ISLAND.
- B. CRUSOE LEARNED THAT NO HUMANS WERE LEFT ALIVE FROM THE WRECK.
- \*C. CRUSOE LEARNED THAT ONLY EVIL COMES FROM EVIL ADVICE.
- D. CRUSOE LEARNED THAT THE MAINLAND COULD BE REACHED IN A RAFT.

3206

3206

- A. CRUSOE AND FRIDAY KILLED ALL BUT FOUR SAVAGES.
- B. CRUSOE DISCOVERED THAT HIS MOTHER AND FATHER HAD DIED.
- C. CRUSOE FINALLY RETURNED TO ENGLAND ON A SHIP.
- \*D. CRUSOE WOULD HAVE BEEN HAPPIER WITHOUT FRIDAY.

3207

\*\*\*\*\*

THE STUDENTS WILL EXHIBIT UNDERSTANDING OF HUMAN RELATIONSHIPS IN \*HUCKLEBERRY FINN\* BY MATCHING THE MOTIVATION WITH THE SITUATION.

0315

DIRECTIONS - SELECT THE BEST RESPONSE TO THE FOLLOWING QUESTIONS ABOUT \*HUCKLEBERRY FINN\*.

AFTER RUNNING AWAY FROM THE WIDOW DOUGLAS AND MISS WATSON, HUCK RETURNED MAINLY BECAUSE HE KNEW THAT

3208

- \*A. TOM WANTED HIM TO RETURN AGAIN.
- B. HE REALLY SHOULD LEARN HIS SPELLING.
- C. HE COULDN'T GET HIS MONEY FROM JUDGE THATCHER.
- D. TOM THOUGHT HE SHOULDN'T LIVE WITH HIS FATHER.

ALTHOUGH THE TOWN'S PEOPLE THOUGHT HUCK'S POP HAD DROWNED, HUCK AGREED BECAUSE

3209

- A. THE MAN WHO DROWNED DID NOT LOOK LIKE HIS POP.
- B. HE HAD SEEN HIS POP THE DAY BEFORE THE DROWNING.
- \*C. HE THOUGHT HIS POP WAS TOO SMART TO DROWN.
- D. THE MAN WHO DROWNED WAS PUSHED IN BY HUCK'S POP.

WHEN HUCK RETURNED TO THE WIDOW'S, HIS FATHER CAME THROUGH HIS WINDOW AND WAS ANGRY BECAUSE HE THOUGHT HUCK WAS

3210

- A. NOT ATTENDING SCHOOL.
- B. OUT ALL NIGHT.
- C. BECOMING MORE RELIGIOUS.
- \*D. LIVING TOO RICH A LIFE.

HUCK WANTED IT TO LOOK AS IF HE HAD BEEN MURDERED BECAUSE HE

3211

- \*A. DID NOT WANT JIM TO KNOW HE WAS ALIVE.
- \*B. DID NOT WANT HIS POP TO KEEP LOOKING FOR HIM.



- C. KNEW INJUN JOE WOULD TRY TO KILL HIM.
- D. PLANNED TO MEET TOM ON JACKSON ISLAND.

THE TOWNS PEOPLE WERE QUICK TO POST A \$300 REWARD FOR JIM BECAUSE JIM WAS

3212

- A. KNOWN TO BE A CRIMINAL AND THEY THOUGHT HE KILLED HUCK.
- \*B. A RUNAWAY SLAVE, ON WHOM THEY WANTED TO PIN HUCK'S DEATH.
- C. THE ONLY MAN WHO COULD LEAD THEM TO HUCK'S FATHER.
- D. A SLAVE WHO WOULD BRING A HIGH PRICE ON THE SLAVE MARKET.

HUCK AND JIM QUICKLY STARTED DOWN THE RIVER BECAUSE THEY

3213

- A. KNEW THAT HUCK'S FATHER WAS HEADED FOR JACKSON ISLAND.
- \*B. HEARD THE TOWNS PEOPLE WERE GOING TO JACKSON ISLAND AFTER JIM.
- C. SAW A TERRIBLE STORM HEADING TOWARD THEM.
- D. INFURIATED THE TOWNS PEOPLE WHEN HUCK DRESSED AS A GIRL.

TWO MEN RAN TOWARD HUCK WHEN HE STOPPED THE RAFT TO PICK BERRIES, MAINLY BECAUSE THEY WANTED TO

3214

- A. GET HELP FROM SOMEONE WHO WAS AFTER THEM.
- B. RIDE TO A NEARBY VILLAGE TO SEE FRIENDS.
- C. ROB HUCK OF HIS \$6,000 REWARD.
- \*D. USE HUCK TO CHEAT PEOPLE OUT OF MONEY.

JIM WAS TURNED IN, BUT FINALLY FREED BECAUSE

3215

- A. TOM AND HUCK HELPED HIM ESCAPE IN THE NIGHT.
- B. TOM PRETENDED TO BE SICK AND LIED TO PHELPS.
- \*C. MISS WATSON SET JIM FREE IN HER WILL.
- D. JIM WAS NOW IN A FREE STATE.

GIVEN THE CRITERIA FOR EVALUATION AND HAVING HAD SOME PRACTICE, THE STUDENTS WILL EVALUATE POSSIBLE THOUGHTS OF IMPORTANT CHARACTERS BY LABELING WHETHER A STATEMENT ATTRIBUTED TO GIVEN CHARACTER IS PROBABLY TRUE, PROBABLY FALSE, OR INDETERMINABLE AS A POSSIBLE THOUGHT OF THAT CHARACTER IN THE GIVEN SITUATION. QUESTIONS ARE BASED ON \*HUCKLEBERRY FIN\* BY MARK TWAIN. \$20

0316

DIRECTIONS - AFTER EACH STATEMENT BELOW INDICATE YOUR FEELING AS TO THE POSSIBILITY OF IT BEING THOUGHT BY THE PERSON WHO SAID IT IN THE SITUATION GIVEN. INDICATE YOUR DECISION BY MARKING \*A\* IF HE PROBABLY COULD HAVE THOUGHT IT, \*B\* IF HE PROBABLY WOULD NOT HAVE THOUGHT IT, \*C\* IF THERE IS INSUFFICIENT INFORMATION TO CHOOSE.

HUCK THOUGHT, ME AND TOM HAVE ENOUGH MONEY FROM THE REWARD TO LAST US OUR WHOLE LIFE, AS HE RAN FROM MISS WATSON TO GET AWAY FROM SCHOOLING.

3216

- \*A.
- B.
- C.

AS HUCK'S POP WAS YELLING AT HIM ABOUT SCHOOLING HE SECRETLY THOUGHT, I REALLY HOPE HE GRADUATES FROM COLLEGE AND BECOMES A SUCCESS.

3217

- A.
- \*B.
- C.



WHEN JUDGE THATCHER INVESTED THE \$6,000 REWARD MONEY FOR HUCK AND TOM HE THOUGHT, THEY WOULD PROBABLY SPEND THE WHOLE AMOUNT WISELY, BUT I WILL SET IT UP SO THEY WILL ONLY GET A DOLLAR EACH DAY.

3218

- A.
- \*B.
- C.

WHEN THE WIDOW DOUGLAS TOOK CARE OF HUCK, SHE THOUGHT, THIS BOY IS USED TO MORE FREEDOM THAN MY CHILDREN WERE, SO I HAD BETTER NOT BE TOO STRICT.

3219

- A.
- \*B.
- C.

WHILE LIVING IN THE CABIN ON THE RIVER WITH HIS DAD, HUCK THOUGHT, THIS IS A FUN WAY TO LIVE--I JUST WISH POP WOULDN'T BEAT ME SO MUCH.

3220

- \*A.
- B.
- C.

AS HE WATCHED THE BOYS SIGN THEIR NAMES IN BLOOD AS MEMBERS IN THE ROBBER GANG, TOM THOUGHT, THESE GUYS ARE PRETTY STUPID TO USE THEIR HEMOGLOBIN, PLASMA, RED AND WHITE CORPUSCLES IN THIS PRIMITIVE MANNER.

3221

- A.
- \*B.
- C.

UPON LEARNING THAT HIS FATHER DIED, HUCK THOUGHT, I'M GLAD THAT I WON'T GET BEAT ANYMORE, BUT SOMEHOW I'LL MISS THE OL MAN ANYWAY.

3222

- \*A.
- B.
- C.

WHEN HUCK FIRST LAID EYES ON JIM HE THOUGHT, THERE'S A RUN-AWAY SLAVE WHO I'LL ACT FRIENDLY TO NOW AND TURN IN LATER FOR A REWARD.

3223

- A.
- \*B.
- C.

AS HE ROAD DOWN THE MISSISSIPPI ON HIS RAFT HUCK WAS THINKING ABOUT TOM. I SURE WISH I HAD A NICE GIRLFRIEND LIKE BECKY THATCHER, TOO.

3224

- A.
- B.
- \*C.

AS JIM LAY TIED IN THE WIGWAM ON THE RAFT IN ORDER TO MAKE IT APPEAR AS IF HE WERE A RUN-AWAY SLAVE BEING RETURNED, HE THOUGHT, HOY THIS IS A GOOD IDEA - I'D LIKE TO RELAX LIKE THIS FOR A COUPLE OF WEEKS.

3225

- A.
- \*B.
- C.

WHEN JIM TOLD HUCK THAT THE DEAD MAN WHOM THEY FOUND IN THE FLOATING HOUSE DURING A STORM WAS TOO GRUESOME TO LOOK AT, JIM

3226

REALLY PROBABLY THOUGHT. THIS IS HUCK'S DADDY AND EVEN THOUGH HUCK HATED HIM SOMETIMES IT WOULD BE TOO BIG OF A SHOCK FOR HUCK TO SEE HIM IN THIS SHAPE.

- \*A.
- B.
- C.

WHEN HUCK SAW THE TWO MEN DRESSED LIKE HUMS RUN TOWARD HIM AS HE PICKED UP THE PERRIES HE THOUGHT, I'M SCARED, BUT MAYBE THEY REALLY DO NEED HELP LIKE THEY SAY.

- A.
- \*B.
- C.

UPON HEARING HUCK'S STORY ABOUT HOW THE TWO FRAUDS TURNED JIM IN, TOM THOUGHT, I HATE TO FAKE IT AND PRETEND I AM SID, BUT IF I DON'T HUCK WILL PROBABLY BEAT ME UP.

- A.
- \*B.
- C.

WHEN HUCK AND TOM FREED JIM AGAIN, JIM THOUGHT, HUCK IS REALLY MY FRIEND AND EVEN THOUGH I DIDN'T WANT TO SHOCK HIM BY TELLING HIM ABOUT HIS FATHER'S DEATH, IT IS BEST TO TELL FRIENDS THE TRUTH, SO I WILL TELL HIM.

- \*A.
- B.
- C.

AFTER ALL THE CONFUSION ABOUT JIM BEING TURNED IN AGAIN, TOM EXPLAINED THAT MISS WATSON SET JIM FREE IN HER WILL. JIM THOUGHT, NOW I'M GOING BACK AND HELP OTHER SLAVES REVOLT AND BECOME FREE.

- A.
- B.
- \*C.

WHEN TOM RECOVERED FROM BEING SHOT IN THE LEG, HE WORE THE BULLET AROUND HIS NECK AND THOUGHT, BOY, AM I PROUD OF THIS - WHEN I GET HOME THE OTHER GUYS WILL REALLY ENVY ME.

- \*A.
- B.
- C.

HUCK THOUGHT, NOW I HAVE A GOOD CHANCE TO TURN OVER A NEW LEAF SINCE AUNT SALLY IS GOING TO ADOPT ME.

- A.
- \*B.
- C.

WHEN MARK TWAIN FINISHED WRITING \*HUCKLEBERRY FINN\*. HE MIGHT HAVE THOUGHT, I HOPE PEOPLE LEARN MORE ABOUT THE MINDS AND FEELINGS OF CHILDREN FROM READING THIS. AND I HOPE THEY REALLY ENJOY THE BOOK.

- \*A.
- B.
- C.

IF AUNT SALLY HAD BEEN ABLE TO READ \*HUCKLEBERRY FINN\* SHE PROBABLY WOULD HAVE THOUGHT, HOW AWFUL

- A.
- \*B.

3227

3228

3229

3230

3231

3232

3233

3234

C.  
UPON COMPLETION OF \*HUCKLEBERRY FINN\*, TWAIN THOUGHT, HUCK'S  
LIFE IS EXACTLY LIKE THE ONE I WANTED TO LEAD AS A BOY.

3235

- A.
- B.
- \*C.

\*\*\*\*\*  
THE STUDENT WILL SHOW COMPREHENSION OF \*OLIVER TWIST\* BY MATCHING  
THE CAUSE WITH ITS EFFECT IN THE FOLLOWING EVENTS. 89

0317

DIRECTIONS - MATCH THE BEST CAUSE AND EFFECT COMBINATION IN THE  
FOLLOWING MULTIPLE CHOICE ITEMS.

OLIVER KEPT HIS MOTHER'S LOCKET AND RING BECAUSE HE

3236

- A. REMEMBERED HIS MOTHER WELL AND LOVED HER DEARLY.
- B. THOUGHT HE MIGHT HAVE TO SELL THEM TO PAY FOR FOOD.
- C. THOUGHT HE MIGHT HAVE TO SELL THEM TO PAY FOR LODGING.
- \*D. BELIEVED THEY WERE HIS ONLY PROOFS OF IDENTIFICATION.

THE PARISH POSTED A BILL OFFERING ANYONE FIVE DOLLARS IF THEY  
WOULD TAKE OLIVER BECAUSE HE

3237

- \*A. DARED TO ASK THE WORK-HOUSE MASTER FOR MORE FOOD.
- B. WAS HUNGRIER THAN HE WAS EVER BEFORE IN HIS LIFE.
- C. OPENLY INSULTED THE WORK-HOUSE MASTER IN FRONT OF THE ORPHANS.
- D. RAN AWAY OFTEN AND THE ORPHANAGE WAS TIRED OF HUNTING HIM.

OLIVER RAN AWAY FROM THE COFFINMAKER AND UNDERTAKER BECAUSE HE

3238

- A. FOUGHT WITH AN OLDER APPRENTICE.
- B. HATED TO BE AROUND DEAD PEOPLE.
- \*C. WAS PUNISHED AND DISGRACED AFTER FIGHTING.
- D. HATED TO FAKE MOURNING AT FUNERALS OF CHILDREN.

OLIVER JOINED FAGIN'S PICKPOCKET GANG BECAUSE HE DESIRED

3239

- A. COMPANIONSHIP OF BOYS.
- B. FOOD AND SHELTER.
- C. FUN AND GAMES.
- D. MORE MONEY.
- \*E. ALL OF THE ABOVE.

MR. BROWNLOW OFFERED TO TAKE OLIVER HOME WITH HIM BECAUSE HE

3240

- A. FALSELY ACCUSED OLIVER OF BEING A PICKPOCKET.
- B. KNEW HIS CHILDREN WOULD LIKE TO PLAY WITH OLIVER.
- \*C. SAW OLIVER FAINT IN THE COURTROOM AND HAD COMPASSION.
- D. KNEW THAT OLIVER WAS A LONG LOST RELATIVE OF HIS.

BILL SIKES AND NANCY KIDNAPPED OLIVER BECAUSE THEY

3241

- A. KNEW HE WAS AN EXCELLENT THIEF AND THEY WANTED HIM BACK IN THE GANG.
- \*B. WERE AFRAID HE WOULD GIVE BROWNLOW INFORMATION ABOUT THE GANG.
- C. HAD TO KEEP THE GANG RULE THAT ANYONE WHO WAS CAUGHT WOULD BE PUNISHED.
- D. FAGIN FORCED BILL SIKES AND NANCY TO GET OLIVER BACK FOR HIM.

NANCY WARNED OLIVER'S FRIENDS ABOUT THE PLOT AGAINST HIM BECAUSE

3242

SHE

- \*A. CARED FOR OLIVER AND HAD SECOND THOUGHTS ABOUT HELPING WITH THE KIDNAPPING.
- B. DID NOT CARE MUCH ABOUT OLIVER, BUT FELT GUILTY ABOUT THE KIDNAPPING.
- C. WAS ANGRY WITH FAGIN AND WOULD DO ANYTHING TO GET BACK AT HIM.
- D. WANTED TO TAKE A CHANCE TO BE ACCEPTED INTO HIGH SOCIETY FOR HER HELP.

BILL SIKES DIED BECAUSE HE

3243

- \*A. FELL WHEN TRYING TO ESCAPE ARREST.
- B. STARVED TO DEATH IN PRISON.
- C. COMMITTED SUICIDE IN FEAR.
- D. WAS KILLED BY NANCY AND FAGIN.

CHARLES DICKENS'S MAIN REASON FOR WRITING \*OLIVER TWIST\* WAS MOST PROBABLY THAT HE WANTED TO

3244

- A. MAKE A FAMOUS NAME FOR HIMSELF.
- B. MAKE MONEY SO HE COULD BECOME A WEALTHY ARISTOCRAT.
- \*C. LET PEOPLE KNOW CONDITIONS POOR PERSONS FACE.
- D. WRITE A BOOK WHICH WOULD BECOME A FAMOUS MOVIE.
- E. GIVE PEOPLE SOME READING FOR THEIR OWN ENJOYMENT.

\*\*\*\*\*

THE STUDENTS WILL APPLY THEIR KNOWLEDGE OF MAIN CHARACTERS IN \*OLIVER TWIST\* BY MATCHING GIVEN FICTIONAL STATEMENTS WITH THE MAIN CHARACTER. 99m

0318

( DIRECTIONS - MATCH THE STATEMENT WITH THE CHARACTER WHO WOULD HAVE BEEN MOST LIKELY TO SAY IT.

I WEAR THE LOCKET BECAUSE IT REMINDS ME OF MY MOTHER.

3245

- \*A. OLIVER TWIST
- B. ARTFUL DODGER
- C. MR. BROWNLOW
- D. ROSE MAYLIE

JUST WATCH ME - IT'S EASY. HOW DO YOU THINK US KIDS ARE SUPPOSED TO GET MONEY HERE IN LONDON WITHOUT BEING WORKED TO DEATH? GET WITH IT!

3246

- A. OLIVER TWIST
- \*B. ARTFUL DODGER
- C. BILL SIKES
- D. FAGIN

HOW DARE YOU BE SO INSOLENT AS TO MAKE SUCH A REQUEST. YOU SHOULD THANK THE GOOD LORD FOR WHAT YOU HAVE BEEN GIVEN. CONSIDERING THAT YOU ARE NOTHING BUT AN ORPHAN.

3247

- \*A. THE WORKHOUSE-MASTER
- B. THE UNDERTAKER
- C. FAGIN
- D. MR. BROWNLOW

( OH, LADY, IF THERE WAS MORE LIKE YOU IN THIS WORLD, THERE WOULD BE LESS LIKE ME IN IT.

3248

- A. OLIVER
- B. ROSE MAYLIE
- C. MRS. MAYLIE

\*D. NANCY

LOOK, FAGIN, I DON'T CARE WHAT YOU SAY, WE'LL GET THAT KID BACK  
OR I'LL WRING YOUR SCRAWNY NECKO

3249

- A. MR. BROWNLOW
- B. MONKS
- \*C. BILL SIKES
- D. ARTFUL DODGER

BEFORE I GET THE BOOK FOR YOU, I WANT TO TELL YOU, MR. BROWNLOW,  
THAT I REALLY LIKE TO BE HERE. IT'S BETTER THAN I THOUGHT IT  
WOULD BE.

3250

- \*A. OLIVER
- B. NANCY
- C. ROSE
- D. MONKS

NORODY WILL EVER FIND THESE TREASURES TUCKED AWAY IN MY WALLS.  
SOON I'LL PLAN MY ESCAPE AND BE AWAY - AND RICH, RICH, RICH!

3251

- A. BILL SIKES
- B. ARTFUL DODGER
- \*C. FAGIN
- D. MONKS

BUT DON'T YOU UNDERSTAND, SIR, I WAS JUST WATCHING. I DIDN'T DO  
ANY STEALING. PLEASE, SIR, BELIEVE ME.

3252

- A. ARTFUL DODGER
- \*B. OLIVER TWIST
- C. NANCY
- D. FAGIN

THE POOR BOY MUST HAVE BEEN A VICTIM INFLUENCED BY A DEN OF  
HORRIBLE THIEVES. ALLOW ME TO TAKE HIM HOME, RESTORE HIM TO GOOD  
HEALTH AND INSTILL WITHIN HIM A HIGHER MORAL CODE.

3253

- A. MRS. MAYLIE
- B. THE UNDERTAKER
- C. OLIVER TWIST
- \*D. MR. BROWNLOW

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE KNOWLEDGE OF TERMINOLOGY BY SELECT-  
ING THE DEFINITIONS OF WORDS FROM THE STORY \*THE CONQUEST OF THE  
NORTH POLE\*. #110

0319

DIRECTIONS - SELECT THE WORD OR PHRASE WHICH MOST CLOSELY DEFINES  
THE GIVEN WORD.

TECHNIQUE

3254

- A. SWIFT ARCTIC TRAVEL
- \*B. METHOD OF PERFORMANCE
- C. A GRASS SPREADING MACHINE
- D. A GREAT DANGER

HAZARD

3255

- A. AN ESKIMO SLED DOG
- B. HIGH MEASURE OF AIR POLLUTION
- C. HAVING TO DO WITH HIGH TIDE
- D. EXPOSURE TO PERIL OR ACCIDENT

IMPASSABLE

- A. NOT LIKELY TO HAPPEN
- B. NOT GOOD TO EAT
- \*C. NOT ADMITTING PASSAGE
- D. NOT ABLE TO APPROACH

3256

IMMINENT

- \*A. ABOUT TO OCCUR IMMEDIATELY
- B. HIGH SOCIAL STRATA
- C. WORTHY OF BEING EMULATED
- D. EXTRAORDINARILY EMBARRASSING

3257

GAUGED

- A. TEARING A HOLE
- B. FILLING WITH GAS
- \*C. MAKING A JUDGMENT
- D. HAPPY AND JOYOUS

3258

SURGE

- \*A. A SUDDEN RISE
- B. MATERIAL FOR A BLUE SUIT
- C. NICKNAME FOR AN ARMY MAN
- D. A WATERFALL

3259

EXULTATION

- A. FRIGHT
- \*B. EXHILARATION
- C. SADNESS
- D. TENSION

3260

PRECEDING

- A. SIMULTANEOUSLY
- B. AFTER
- C. A LITTLE LATE
- \*D. BEFORE

3261

NEGOTIATE

- A. TO TURN ASIDE FROM
- B. TO ANTICIPATE EAGERLY
- \*C. TO SUCCEED IN CROSSING
- D. TO AVOID COMPLETELY

3262

MENACE

- \*A. THREATEN
- B. STRENGTHEN
- C. ANIMAL-LIKE
- D. ANTAGONIZE

3263

SUMMIT

- A. ABOVE
- \*B. TOP
- C. BELOW
- D. BOTTOM

3264

ORSCURE

- A. REVEALED
- B. CONSPICUOUS
- \*C. HIDDEN
- D. ORNOXIOUS

3265



\*\*\*\*\*  
THE STUDENT WILL SHOW HIS ABILITY TO ESTIMATE OR PREDICT CONSEQUENCES OF COURSES OF ACTION BY PICKING OUT THE ONE MOST LIKELY TO HAPPEN BASED ON THE STORY \*THE CONQUEST OF THE NORTH POLE\*. #70

0320

DIRECTIONS - SELECT THE MOST LOGICAL CONCLUSION OR CONSEQUENCE BASED ON FACTS GIVEN IN THE SELECTION \*THE CONQUEST OF THE NORTH POLE\*.

ON THE NEXT TRIP TO THE NORTH POLE PEARY WOULD

3266

- \*A. BE MORE SKILLFUL IN ARCTIC TRAVEL.
- B. BE LESS SKILLFUL IN TRAVEL TECHNIQUES.
- C. BE UNCHANGED BY HIS PREVIOUS EXPERIENCE.
- D. DEFINITELY NOT ENJOY THE TRIP.

ON FUTURE TRIPS PEARY MIGHT EXPECT

3267

- A. BEAUTIFUL, WARM WEATHER THE ENTIRE TRIP.
- B. A GREAT MANY MORE HAZARDS.
- \*C. SOME DANGER FROM WINDS AND TIDES.
- D. MORE DANGER FROM HUNGRY, MEAN DOGS.

IF THE STRENGTH OF THE NEW ICE WAS NOT GAUGED CORRECTLY:

3268

- A. ITS MUSHINESS MIGHT RETARD TRAVEL.
- \*B. DOGS AND SLEDGES COULD PLUNGE TO THEIR DEATH.
- C. THE TRIP WOULD BE MADE MORE QUICKLY.
- D. THERE WOULD BE NO PROBLEM WHATSOEVER.

ON A FUTURE TRIP PEARY COULD EXPECT THE HIGH PRESSURE RIDGES TO BE

3269

- A. IMPOSSIBLE TO NEGOTIATE.
- B. UNSURMOUNTABLE BECAUSE OF ICE BUILD-UP.
- C. MELTED BY HEAT OF SUMMER SUN.
- \*D. NEGOTIATED BY USE OF A GAP OR SLOPE.

PEARY'S TRIP TO GREENLAND IN ALL PROBABILITY OCCURRED

3270

- \*A. MANY YEARS BEFORE THIS TRIP TO NORTH POLE.
- B. LONG AFTER THIS TRIP TO NORTH POLE.
- C. WITHIN A YEAR OF THIS TRIP.
- D. SHORTLY BEFORE THIS TRIP.

THE BIGGEST MENACE TO THE TRAVELERS WAS UNDOUBTEDLY

3271

- A. ICE FLOES.
- \*B. WATER LEADS.
- C. PRESSURE RIDGES.
- D. BITTER WIND.

PEARY FELT THAT HIS SUCCESS IN REACHING THE NORTH POLE

3272

- A. CONTRIBUTED GREATLY TO HIS PERSONAL WEALTH.
- B. GREATLY CONTRIBUTED TO WEALTH OF HIS COUNTRY.
- \*C. INCREASED HONOR AND PRESTIGE OF HIS COUNTRY.
- D. FULFILLED HIS 20 YEAR GOAL OF BECOMING FAMOUS.

\*\*\*\*\*  
THE STUDENT WILL DEMONSTRATE HIS ABILITY TO PREDICT THE PROBABLE EFFECT ON A SITUATION TAKING INTO ACCOUNT THE CHANGE OF ONE FACTOR BY SELECTING THE MOST LIKELY OUTCOME BASED ON \*THE CONQUEST OF THE NORTH POLE\*. #30

0321

DIRECTIONS - SELECT THE MOST LIKELY OUTCOME BECAUSE OF CHANGE IN ONE GIVEN FACTOR.

IF PEARY HAD SET OUT ON THE LAST OF JULY INSTEAD OF THE FIRST OF APRIL

3273

- A. THE DISTANCE TRAVELED WOULD HAVE BEEN GREATER.
- B. THEY LIKELY WOULD NOT HAVE BEEN NEAR THE 89TH PARALLEL.
- \*C. THE LIKELIHOOD OF WATER LEADS WOULD HAVE BEEN MUCH GREATER.
- D. HE WOULD HAVE NEEDED MORE SUPPLIES.

IF THEIR TRIP HAD BEEN CONCLUDED BEFORE THE COMING OF THE SPRING TIDES

3274

- A. THEY WOULD HAVE TRAVELED UNDER A FULL MOON.
- B. THEY WOULD HAVE HAD A MUCH MORE DANGEROUS TRIP.
- \*C. THEY WOULD NOT HAVE HAD TO WORRY ABOUT EXCESSIVE WATER LEADS.
- D. THE TRIP WOULD HAVE TAKEN MUCH MORE TIME.

IF THE TEMPERATURE HAD HELD AT MINUS 50 FOR A LONG PERIOD OF TIME, RATHER THAN MINUS 25, THE PRESSURE RIDGES WOULD HAVE BEEN

3275

- A. PRACTICALLY THE SAME.
- \*B. MUCH HIGHER THAN 50 FEET.
- C. EASIER TO NAVIGATE.
- D. MUCH LOWER THAN 50 FEET.

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE SKILL IN ANALYSES BY SELECTING THE RELEVANT ITEM SUPPORTING A GIVEN JUDGMENT. THIS IS BASED ON THE STORY \*THE CONQUEST OF THE NORTH POLE\*. #4

0322

DIRECTIONS - SELECT THE STATEMENT RELEVANT TO FORMING THE GIVEN JUDGMENT.

WE KNOW PEARY WAS AN EFFICIENT LEADER BECAUSE

3276

- A. HE TOOK FIVE MEN WITH HIM.
- \*B. HE HAD DOGS, SLEDGES, AND MEN WELL ORGANIZED.
- C. THEY STARTED OUT ON APRIL 2ND.
- D. HE KNEW THEY FACED NUMEROUS DANGERS.

THE \*GREATEST\* HAZARD FACED BY PEARY AND HIS MEN WAS THE POSSIBILITY THAT THE FULL MOON WOULD REACH THEM BEFORE THEY REACHED THE NORTH POLE. THIS WAS TRUE BECAUSE

3277

- \*A. THE FULL MOON BROUGHT THE TIDES WHICH COULD CAUSE DANGEROUS WATER LEADS.
- B. EMOTIONAL INSTABILITIES OFTEN ARE SURFACED AT THE TIME OF THE FULL MOON.
- C. THE SLED DOGS OFTEN QUIT WORK AND HOWL AT A FULL MOON.
- D. THE FULL MOON WOULD QUICKLY DISAPPEAR AND THEY WOULD BE IN TOTAL DARKNESS.

IT WAS OBVIOUS THE EXHILARATION AND EXULTATION FELT BY PEARY AS HE APPROACHED THE 89TH PARALLEL LIFTED HIS SPIRITS BECAUSE HE SAID,

3278

- A. I FELT THAT AT LAST WE WERE CLOSE TO OUR GOAL.
- B. WE SAW THE FLOES WERE LARGE, OLD, HARD, AND LEVEL.
- C. I HEADED MY PARTY ACROSS THE LAST GREAT ICE CAP.
- \*D. THE JOY AFFECTED ME LIKE WINE. THE YEARS SEEMED TO DROP FROM ME.

IF KNOW REACHING THE NORTH GEOGRAPHICAL POLE MEANT A GREAT DEAL  
TO PEARY PERSONALLY BECAUSE

3279

- A. HE PLANTED 5 FLAGS AT THE POLE SITE.
- B. HE LEFT A DOCUMENT CLAIMING THE REGION FOR THE U.S.
- \*C. HE SAID, THE POLE AT LAST. THE PRIZE OF THREE CENTURIES.  
MY DREAM AND GOAL FOR TWENTY YEARS.
- D. HE SAID, I FELT THE KEENEST EXHILARATION, AND EVEN EXULTA-  
TION, AS I CLIMBED OVER THE PRESSURE RIDGE.

\*\*\*\*\*  
A STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF VOCABULARY USED  
IN THE SELECTION \*DAYS AT HARROW\* BY SELECTING THE WORD SIMILAR  
IN MEANING TO THE WORD GIVEN. \$180

3280

DIRECTIONS - SELECT THE WORD SIMILAR IN MEANING TO THE WORD  
GIVEN.

DISCERNMENT

3280

- A. DISAPPOINTMENT
- \*B. PERCEPTION
- C. AGREEMENT
- D. AGGRAVATION

REFLECTION

3281

- A. THOUGHT
- B. MIRROR
- C. REITERATION
- D. SPOTTED

RELEVANT

3282

- A. RELATIVES
- B. VALUE
- \*C. PERTINENT
- D. RELAXING

INCIDENTALLY

3283

- A. MENTALLY
- B. CIVILLY
- C. INCREASINGLY
- \*D. ACCIDENTALLY

INDICATION

3284

- A. IMPLANT
- B. DICTATION
- \*C. EVIDENCE
- D. ILLICIT

MANIFESTATION

3285

- A. MANIFESTO
- B. FESTERING
- C. NULLIFICATION
- \*D. EXHIBITION

CONSEQUENCE

3286

- A. QUESTIONINGLY
- B. OUTCOME
- C. EVIDENCE
- D. SEQUESTER

CLUSTER

- \*A. GROUP
- B. PEANUTS
- C. CLUTTER
- D. CUSTARD

3287

INVIDIOUS

- A. IMMEDIATE
- \*B. OFFENSIVE
- C. INDIVIDUAL
- D. VITALLY

3288

HUMILITY

- A. HOMELY
- B. MUTILATE
- C. HUMILIATE
- \*D. MODESTY

3289

IRREVERENT

- \*A. INCREDULOUS
- B. REVEALING
- C. REVERENCE
- D. VARIABLE

3290

UNPRETENTIOUS

- A. IMPROBABLE
- B. PREPOSTEROUS
- C. TENUOUS
- \*D. LOWLY

3291

COMPONENTS

- A. COMPOSITE
- B. POLARIZE
- \*C. ELEMENT
- D. COMPOUND

3292

ESSENTIAL

- A. SENSATIONAL
- \*B. NECESSARY
- C. ESSENCE
- D. SENSUAL

3293

THOROUGHLY

- A. THOUGHTFULLY
- \*B. COMPLETELY
- C. ROUGHLY
- D. HORIZONTALLY

3294

PITHY

- A. PITIFUL
- B. BILLIOUS
- \*C. BRIEF
- D. PITY

3295

EPIGRAMS

- A. GRAPH
- \*B. POINTED STATEMENT
- C. EPICUREAN
- D. EPISODE

3296

BIASED

3297

- \*A. PREJUDICED
- R. BASIC
- C. PASTED
- D. BASHFUL

\*\*\*\*\*  
STUDENTS WILL ILLUSTRATE THEIR UNDERSTANDING OF TERMINOLOGY BY  
SELECTING THE SITUATION WHERE THE PERTICULAR WORD GIVEN WOULD BE  
MOST APPROPRIATE. 3104

0324

DIRECTIONS - SELECT THE SITUATION WHERE THE WORD GIVEN WOULD BE  
MOST APPROPRIATE.

ENTRANCE

3298

- A. TO MARK A GOOD FISHING HOLE.
- \*R. AT A TOLL ROAD ACCESS POINT.
- C. TO IDENTIFY THE FIRE ALARM.
- D. THE DEPARTURE POINT OF A ONE-WAY DRIVE.

DISCERNMENT

3299

- \*A. IN A SITUATION REQUIRING JUDGMENT.
- R. IN MOMENTS OF GREAT ANGER.
- C. EATING A HAMBURGER.
- D. DURING SOUND SLEEP.

REFLECTION

3300

- A. DAYDREAMING
- R. WALKING AIMLESSLY
- \*C. STUDYING FOR A TEST.
- D. SUN-BATHING AND DOZING.

SCHOLARSHIP

3301

- A. A POOL HALL.
- R. AT THE CITY DUMP.
- C. IN THE VILLAGE TAVERN.
- \*D. ON A COLLEGE CAMPUS.

INCIDENTALLY

3302

- \*A. RUNNING ACROSS SOMETHING UNEXPECTED.
- R. REACHING A LONG-FOUGHT GOAL.
- C. FOLLOWING EACH STEP EXACTLY AS PLANNED.
- D. FOLLOWING A SCHEDULE WITH NO DEVIATION.

CONSEQUENCE

3303

- \*A. BECAUSE HE LIED HE WAS PUNISHED.
- R. SHE WAS BRIED TO \*BE A GOOD GIRL.\*
- C. HE WAS TAKEN TO CHURCH ON SUNDAY.
- D. SHE LEARNED THEIR NAMES QUICKLY.

HUMILITY

3304

- A. I'M ALWAYS RIGHTO SAID JOE.
- R. I'M THE RICHEST BOY IN SCHOOL. HE BRAGGED.
- \*C. I MAY BE WRONG. JANE SAID QUIETLY.
- D. WATCH ME! HE, EVERYONE, WATCH ME, CALLED ERNIE.

UNPRETENTIOUS

3305

- A. WE ORDERED A THREE THOUSAND DOLLAR PIANO. MARY INFORMED  
THE GROUP.

- B. A FOURTEEN-TIER CHANDELIER
- C. A CUSTOM BUILT CADILLAC
- \*D. A FOUR-ROOM COTTAGE

ESSENTIAL.

- A. A DIAMOND RING
- B. OWNING A SAIL-BOAT
- C. EATING CHICKEN EVERY SUNDAY
- \*D. CLOTHING IN COLD WEATHER

3306

PITHY

- \*A. BE QUIET
- B. PLEASE DON'T TALK SO VERY MUCH.
- C. COULD YOU POSSIBLE TURN RIGHT HERE-
- D. IF YOU DON'T MIND, GO STRAIGHT AHEAD.

3307

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE RECALL OF FACTUAL INFORMATION FROM  
\*DAYS AT HARROW\* BY SELECTING THE CORRECT ANSWER. 816D

0326

DIRECTIONS - SELECT THE BEST ANSWER TO COMPLETE EACH STATEMENT.

WINSTON SPENCER CHURCHILL WAS A GREAT LEADER IN

3312

- A. THE SPANISH-AMERICAN WAR.
- B. WORLD WAR I.
- \*C. WORLD WAR II.
- D. THE WAR OF THE ROSES.

CHURCHILL WAS FAMOUS FOR THE QUOTE

3313

- A. CHICKEN IN EVERY POT.
- B. WE HAVE NOTHING TO FEAR BUT FEAR ITSELF.
- C. OLD ROUGH AND READY.
- \*D. BLOOD, SWEAT, AND TEARS.

CHURCHILL WAS ADMITTED TO HARROW BECAUSE

3314

- A. HE SCORED HIGH ON ENTRANCE EXAMS.
- B. HE HAD A LOT OF \*PULL\*.
- \*C. MR. WELLDON BELIEVED IN HIS ABILITY.
- D. HIS UNCLE WAS THE HEADMASTER.

CHURCHILL COPEd WITH THE DIFFICULT LATIN EXAM BY

3315

- A. CRAMMING ALL THE PREVIOUS NIGHT.
- \*B. WRITING HIS NAME AND LITTLE MORE.
- C. FAINTING AND BEING CARRIED OUT.
- D. COPYING ANSWERS FROM A FRIEND.

CHURCHILL WAS PLACED IN

3316

- A. THE TOP ONE-FOURTH OF THE CLASS.
- \*B. THE LOWEST FORM.
- C. A SPECIAL CLASS FOR THE SLOW ONES.
- D. THE BOTTOM OF THE MIDDLE GROUP.

CHURCHILL WENT TO HARROW CLOSEST TO THE FOLLOWING YEAR

3317

- \*A. 1887.
- B. 1787.
- C. 1687.
- D. 1587.

MR. SOMERVELL WAS DESCRIBED BY CHURCHILL AS

3318



- A. A TOP-NOTCH PHYSICAL EDUCATION INSTRUCTOR.
- B. AN EXCELLENT LINGUIST.
- C. A SMALL, FAT, JOLLY MAN.
- \*D. A TALENTED ENGLISH TEACHER.

LORD RANDOLPH CHURCHILL WAS WINSTON'S

3319

- A. UNCLE.
- \*B. FATHER.
- C. BROTHER.
- D. GRANDFATHER.

THE HEADMASTER AT HARROW WAS

3320

- A. MR. SOMERVELL.
- B. LORD RANDOLPH SPENCER.
- C. MR. ETON.
- \*D. MR. WELLDON.

CHURCHILL'S FATHER WAS

3321

- A. A RENOWNED SURGEON.
- B. A NOTORIOUS ROGUE.
- \*C. A NOTED POLITICIAN.
- D. A KNOWN REVOLUTIONARY.

THE LOWEST FORMS WERE TAUGHT ENGLISH BECAUSE

3322

- A. IT WAS CONSIDERED THE MOST DIFFICULT SUBJECT.
- B. THEY WERE ALREADY MATHEMATICALLY PROFICIENT.
- C. THEY ALREADY HAD LATIN AND GREEK.
- \*D. THEY WERE CONSIDERED TO BE DUNCES.

MR. SOMERVELL TAUGHT ENGLISH BY USING

3323

- \*A. VARIOUS COLORED CHALK.
- B. ROTE MEMORIZATION.
- C. FIFTEEN DIFFERENT TEXTS.
- D. BEGINNERS PHONICS.

CHURCHILL SAID THE ONLY THING HE WOULD WHIP BOYS FOR WAS

3324

- A. UNCOOUTH NOISES DURING CLASS.
- \*B. NOT KNOWING ENGLISH.
- C. SWEARING ON SCHOOL GROUNDS.
- D. TOO MANY MATHEMATICAL ERRORS.

CHURCHILL WAS EMBARRASSED BECAUSE

3325

- \*A. HE WAS LAST IN THE CLASS.
- B. HE WAS FATTER THAN ALL THE OTHERS.
- C. HE HAD ECZEMA.
- D. HE WAS MUCH OLDER THAN ANYONE ELSE.

CHURCHILL SPENT SIXTY YEARS

3326

- A. AS A FIVE-STAR GENERAL.
- \*B. IN THE HOUSE OF COMMONS.
- C. AS PRIME MINISTER OF GREAT BRITAIN.
- D. WRITING HIS MEMOIRS.

HARROW WAS

3327

- A. A COEDUCATIONAL PUBLIC SCHOOL.
- B. A CHURCH-SUPPORTED JUNIOR COLLEGE.
- \*C. A BOARDING SCHOOL FOR BOYS.
- D. SIMILAR TO A MONASTERY.

\*\*\*\*\*

THE STUDENT CAN DEMONSTRATE HIS KNOWLEDGE OF A BIOGRAPHY BY  
SELECTING THE DEFINITION. §17

0327

DIRECTIONS - SELECT THE CORRECT ANSWER.

A BIOGRAPHY IS A

3328

- A. STORY WRITTEN BY THE AUTHOR TELLING ABOUT HIS LIFE.
- \*B. STORY ABOUT THE LIFE OF A PARTICULAR REAL PERSON.
- C. STORY ABOUT A PERSON WHO DOES MANY HEROIC DEEDS.

\*\*\*\*\*

THE STUDENT CAN DEMONSTRATE KNOWLEDGE OF AN ALLEGORY BY SELECTING  
THE DEFINITION OF AN ALLEGORY. §17

0328

DIRECTIONS - SELECT THE CORRECT DEFINITION.

AN ALLEGORY IS A

3329

- A. FAIRY TALE WHICH HAS ANIMALS AS THE MAIN CHARACTERS.
- \*B. STORY WHICH EXPLAINS OR TEACHES SOMETHING IN LIFE TOLD  
INDIRECTLY BY A TALE.
- C. HUMOROUS STORY IN WHICH ANIMALS CAN TALK AND ACT LIKE  
HUMANS.

\*\*\*\*\*

THE STUDENT SHOWS KNOWLEDGE OF SETTING BY ANSWERING QUESTIONS  
REGARDING THE SETTING OF THE STORY \*REMEMBER THE GOOD THINGS\*.  
§20

0329

DIRECTIONS - SELECT THE CORRECT ANSWER.

THE RIVER THE TITUS FAMILY TRAVELED ON WAS THE

3330

- A. MISSISSIPPI RIVER.
- B. MISSOURI RIVER.
- \*C. OHIO RIVER.

THE STATE WHICH WAS \*NOT\* IN THE NORTHWEST TERRITORY WAS

3331

- A. WISCONSIN.
- B. ILLINOIS.
- \*C. IOWA.
- D. INDIANA.
- E. OHIO.

\*\*\*\*\*

THE STUDENT CAN DEMONSTRATE AN UNDERSTANDING OF THE STORY  
\*REMEMBER THE GOOD THINGS\* BY SELECTING THE CHARACTER'S REAC-  
TION TO AN EVENT. §20

0330

DIRECTIONS - SELECT THE CORRECT ANSWER.

MR. TITUS DID \*NOT\* RESPOND TO THE CALL FOR HELP BY THE MAN ON  
THE SHORE BECAUSE

3332

- \*A. IT MIGHT BE A TRAP.
- B. THEY WERE UNABLE TO GET TO SHORE.
- C. THEY DID NOT HEAR HIM.

ESTHER ANN'S REACTION TO HER FATHER'S DECISION IN THE STORY  
WAS ONE OF

3333

- A. HAPPINESS.
- \*B. BEWILDERMENT.
- C. ANGER.

\*\*\*\*\*  
THE STUDENT CAN DEMONSTRATE HIS ABILITY TO ANALYZE THE STORY  
\*REMEMBER THE GOOD THINGS\* BY COMPARING LIFE IN PIONEER DAYS  
WITH LIFE TODAY BY CATEGORIZING STATEMENTS AS TYPICAL OF PIONEER  
DAYS OR LIFE TODAY. #10#

0331

DIRECTIONS - USE THE FOLLOWING LETTERS BEFORE EACH STATEMENT  
WHICH APPLIES TO

- A. LIFE IN THE PIONEER DAYS
- B. LIFE TODAY
- C. LIFE IN BOTH PIONEER DAYS AND TODAY

DIFFICULT DECISIONS HAVE TO BE MADE. \*C

3334

COMPLEX MACHINES PLAY AN IMPORTANT PART. \*B

3335

DANGERS FROM WILD ANIMALS ARE CONSTANTLY PRESENT. \*A

3336

FAMILY LIFE IS IMPORTANT. \*C

3337

CHILDREN HAVE RESPONSIBILITIES AND CHORES. \*C

3338

MANY THINGS ARE HANDMADE. \*A

3339

PEOPLE HAVE MUCH LEISURE TIME FOR HOBBIES. \*B

3340

PEOPLE ARE BRAVE AND COURAGEOUS. \*C

3341

SCHOOL TAKES SECOND PLACE TO HOME RESPONSIBILITIES. \*A

3342

THERE IS A GREAT ABUSE OF NATURAL RESOURCES. \*B

3343

\*\*\*\*\*  
THE STUDENT CAN SHOW COMPREHENSION OF THE STORY \*REMEMBER THE  
GOOD THINGS\* BY SELECTING THE BEST ALTERNATIVE TITLE FOR THE  
STORY. #10#

0332

DIRECTIONS - SELECT THE CORRECT ANSWER.

WHICH TITLE MIGHT BE \*BEST\* FOR THE STORY INSTEAD OF \*REMEMBER  
THE GOOD THINGS\*?

3344

- A. WESTWARD BOUND
- B. TROUBLE ON THE SHORE
- \*C. THE GREAT DILEMMA

\*\*\*\*\*  
THE STUDENT CAN DEMONSTRATE HIS KNOWLEDGE OF NEW VOCABULARY WORDS  
FROM THE STORY \*THE INTRUDERS\* BY SELECTING THE CORRECT DEFINI-

0331

TION. 830

DIRECTIONS - SELECT THE CORRECT DEFINITION.

SINFWY MEANS

- \*A. HAVING STRONG BANDS THAT JOIN MUSCLES TO BONE.
- \*B. HAVING AN EXCESS AMOUNT OF FAT.
- \*C. HAVING MANY PARTS PUT TOGETHER.

3345

SUET IS

- \*A. A TYPE OF BIRD FOUND IN THE FOREST.
- \*B. THE HARD FAT OF CATTLE OR SHEEP.
- \*C. A FINE BLACK SUBSTANCE FOUND IN A CHIMNEY.

3346

AN INTRUDER IS

- \*A. SOMEONE WHO IS VERY TALENTED.
- \*B. SOMEONE WHO COMES UNASKED OR UNWANTED.
- \*C. SOMEONE WHO HAS MANY FRIENDS.

3347

\*\*\*\*\*

THE STUDENT CAN ANALYZE THE AUTHOR'S PURPOSE FOR INCLUDING CERTAIN ANIMALS IN \*THE INTRUDERS\* BY SELECTING THE REASON. 820

0334

DIRECTIONS - SELECT THE CORRECT ANSWER.

THE AUTHOR SELECTED A DOG AS MAN'S REPRESENTATIVE AT THE MEETING BECAUSE

3348

- \*A. MANY MEN HAVE DOGS FOR PETS TO WHICH THEY CAN TEACH TRICKS.
- \*B. THE MAN CAMPING NEAR THE EDGE OF THE FOREST HAD A DOG FOR COMPANIONSHIP.
- \*C. DOGS ARE AMONG THE ANIMALS MOST CAPABLE OF ADAPTING TO MAN'S WAY OF LIFE.

THE AUTHOR SELECTED THE COUGAR AS THE LEADER OF THE ANIMALS BECAUSE IT REPRESENTED

3349

- \*A. THE LARGEST ANIMAL IN THE STORY.
- \*B. STRENGTH AND SOMETHING UNTAMED BY MAN.
- \*C. AN ANIMAL RESPECTED BY THE OTHER ANIMALS.

\*\*\*\*\*

THE STUDENT CAN ANALYZE THE REASON FOR THE COUGAR'S DECISION IN \*THE INTRUDERS\* BY SELECTING WHAT THE SACRIFICE SYMBOLIZED. 810

0335

DIRECTIONS - SELECT THE CORRECT ANSWER.

THE COUGAR VOTED AS HE DID BECAUSE

3350

- \*A. HE WANTED TO MAKE FRIENDS WITH MAN.
- \*B. HE KNEW MAN WOULD ULTIMATELY BE THE VICTOR OVER NATURE.
- \*C. HE NO LONGER WANTED TO BE THE LEADER OF THE KINGDOM.

\*\*\*\*\*

THE STUDENT CAN SHOW KNOWLEDGE OF SPECIFIC FACTS BY SELECTING A FACT TO COMPLETE A GIVEN SENTENCE FROM THE STORY \*TIME CAT\*.

0336

820

DIRECTIONS - SELECT THE CORRECT ANSWER.

DON DIEGO BECAME A SOLDIER

3351

- A. BY BEING DRAFTED.
- B. BY ENLISTING.
- \*C. BY BUYING A COMMISSION.

GARETH AND JASON WENT BACK IN TIME TO VISIT

3352

- A. SPAIN.
- B. MEXICO.
- \*C. PERU.

\*\*\*\*\*

THE STUDENT CAN DEMONSTRATE AN UNDERSTANDING OF \*TIME CAT\* BY  
SELECTING THE STATEMENT WHICH SHOWS DON DIEGO'S CHARACTER. #2

0337

DIRECTIONS - SELECT THE CORRECT ANSWER.

DON DIEGO BECAME AN ADVISOR IN LIMA BECAUSE

3353

- A. HIS COMPANY WAS SENT BACK TO SPAIN.
- \*B. HE WAS BETTER SUITED FOR THAT JOB.
- C. HE WANTED TO TRY SOMETHING NEW AND EXCITING.

WHICH WOULD DESCRIBE DON DIEGO

3354

- \*A. CLUMSY AND CONFUSED
- B. WELL-ORGANIZED AND EFFICIENT
- C. INDIFFERENT AND LAZY

\*\*\*\*\*

THE STUDENT CAN UNDERSTAND THE FIGURATIVE LANGUAGE USED IN \*TIME  
CAT\* BY SELECTING THE LITERAL MEANING. #3

0338

DIRECTIONS - SELECT THE CORRECT ANSWER.

WHEN GARETH SAID, YOU CAN WASH ONLY ONE PAW AT A TIME HE MEANT  
THAT

3354

- A. THE PERSON BATHING THE CAT CAN WASH ONE PAW AND THEN  
ANOTHER PAW.
- \*B. ONE CAN ONLY DO ONE THING AT A TIME EFFECTIVELY.
- C. IT TAKES MORE THAN ONE PERSON IN ORDER TO DO MORE THAN  
ONE THING AT A TIME.

WEARING A UNIFORM DOESN'T MAKE A MAN A SOLDIER MEANS

3355

- \*A. ONE SHOULD CHOOSE TO DO SOME THING FOR WHICH HE IS SUITED.
- B. ANYONE CAN PUT ON A SOLDIER'S UNIFORM TO LOOK LIKE A  
SOLDIER.
- C. ONE CAN DO MANY JOBS IN THE ARMY TO MAKE A MAN A SOLDIER.

UNDERSTANDING IS BETTER THAN GOLD MEANS

3356

- \*A. MONEY CANNOT BUY SOME OF THE MOST IMPORTANT THINGS IN LIFE.
- B. THE VALUE OF GOLD MAY CHANGE AND, THEREFORE, MAY NOT BE  
VALUABLE SOME DAY.
- C. SAYRI TIPAC HAD ENOUGH GOLD AND DIDN'T NEED ANYMORE.

\*\*\*\*\*

THE STUDENT CAN SPECULATE BEYOND THE STORY CONCLUSION BY SELECT-  
ING A POSSIBLE OUTCOME OF THE STORY \*TIME CAT.\* #1

0339

DIRECTIONS - SELECT THE CORRECT ANSWER.

AS AN ADVISOR DON DIEGO \*PROBABLY\*

3357

\*A. DID AN OUTSTANDING JOB BECAUSE HE WAS WELL SUITED FOR IT.

\*B. DID AS POORLY AS HE DID WHEN HE WAS A SOLDIER.

\*C. DID AN ADEQUATE JOB BUT NOTHING SPECTACULAR.

\*\*\*\*\*

THE STUDENT CAN ANALYZE THE STORY \*TIME CAT\* BY DISTINGUISHING  
BETWEEN REAL AND FANCIFUL ITEMS. #8

0340

DIRECTIONS - MARK THE ITEMS AS REAL OR FANCIFUL BY SELECTING

A. REAL

B. FANCIFUL

THE INCAS WERE A RACE OF INDIANS IN PERU. \*A

3358

GARETH COULD GO BACK IN TIME. \*B

3359

DON DIEGO WAS A SPANISH SOLDIER. \*B

3360

SOLDIERS BOUGHT COMMISSIONS IN THE ARMY. \*A

3361

SAYRI TUPAC WAS AN INCA LEADER. \*A

3362

PIZARRO WAS A SPANISH CONQUEROR. \*A

3363

JASON WAS CAPTURED BY THE INCAS. \*B

3364

CUZCO WAS THE CAPITAL OF THE INCA EMPIRE. \*A

3365

\*\*\*\*\*

THE STUDENT WILL SHOW A KNOWLEDGE OF THE STORY \*GARRETT MORGAN,  
MAN OF IDEAS\* BY SELECTING SPECIFIC FACTS. #2

0341

DIRECTIONS - SELECT THE CORRECT ANSWER.

GARRETT MORGAN'S INVENTION-USED IN CLEVELAND WAS

3366

A. A DOUBLE DECKER BUS.

B. TROLLEY CAR TRACKS.

\*C. A HAND-OPERATED TRAFFIC SIGNAL.

GARRETT MORGAN RECEIVED A GOLD METAL BECAUSE OF

3367

A. AN ACT OF BRAVERY IN THE ARMY.

\*B. SAVING MEN TRAPPED IN A TUNNEL.

C. SAVING CHILDREN FROM A BURNING BUILDING.

\*\*\*\*\*

THE STUDENT CAN ANALYZE INDIVIDUALS ACTIONS IN THE STORY \*GARRETT  
MORGAN, MAN OF IDEAS\* BY SELECTING THE REASON FOR THEIR ACTIONS.

0342

#2



DIRECTIONS - SELECT THE ANSWER.

WHY DID GARRETT MORGAN GO INTO THE TUNNEL TO SAVE THE MEN?

3368

- A. BECAUSE HE WANTED TO BE A HERO AND GET A MEDAL
- B. BECAUSE HE WANTED TO SEE IF HIS GAS MASK WORKED
- \*C. BECAUSE HE WAS COURAGEOUS AND QUICK THINKING

WHY DO MANY PEOPLE IGNORE OTHERS WHO NEED HELP?

3369

- \*A. BECAUSE THEY DO NOT WANT TO GET INVOLVED
- B. BECAUSE THEY DO NOT WANT ANY PUBLICITY
- C. BECAUSE THEY ARE IN A HURRY

\*\*\*\*\*

THE STUDENT CAN DEMONSTRATE KNOWLEDGE OF SPECIFIC FACTS BY  
SELECTING FACTS FROM THE STORY \*PIRATES OF YESTERDAY\*. 84

0343

DIRECTIONS - SELECT THE CORRECT ANSWER.

BLACKBEARD'S REAL NAME WAS

3370

- A. EDWARD BLACKHURN.
- \*B. EDWARD TEACH.
- C. EDWARD EVANS.

BLACKBEARD LIVED IN THE EARLY

3371

- A. 1600'S.
- \*B. 1700'S.
- C. 1800'S.

JEAN LAFITTE LIVED IN THE EARLY

3372

- A. 1600'S.
- B. 1700'S.
- \*C. 1800'S.

LAFITTE HELPED WIN THE

3373

- \*A. BATTLE OF NEW ORLEANS.
- B. BATTLE OF FT. MC HENRY.
- C. BATTLE OF BULL RUN.

\*\*\*\*\*

THE STUDENT CAN DEMONSTRATE KNOWLEDGE OF VOCABULARY WORDS FROM  
\*PIRATES OF YESTERDAY\* BY SELECTING THE CORRECT DEFINITIONS. 82

0344

DIRECTIONS - SELECT THE CORRECT ANSWER.

A CUTLASS IS A

3374

- A. SAILING VESSEL.
- B. DANGEROUS PIRATE.
- \*C. SHORT CURVED SWORD.

PARDON MEANS

3375

- \*A. TO SET FREE FROM PUNISHMENT.
- B. TO HAVE SKILL IN PLANNING AND INVENTING.
- C. TO DO A RISKY OR DARING ACT.

\*\*\*\*\*

THE STUDENT CAN ANALYZE STATEMENTS AND SELECT WHICH ARE FACT AND WHICH ARE OPINION. #70

0345

DIRECTIONS - READ EACH STATEMENT AND DECIDE WHETHER IT IS FACT OR OPINION.

BLACKBEARD GOT HIS NAME BECAUSE HE HAD A LONG, BLACK, BUSHY BEARD.

3376

- \*A. FACT
- B. OPINION

BLACKBEARD WAS A DANGEROUS PIRATE.

3377

- A. FACT
- \*B. OPINION

THE TREASURES OF BLACKBEARD HAVE NEVER BEEN FOUND.

3378

- \*A. FACT
- B. OPINION

JEAN LAFITTE WAS A CRUEL PIRATE.

3379

- A. FACT
- \*B. OPINION

JEAN LAFITTE WAS VERY GREEDY.

3380

- A. FACT
- \*B. OPINION

IN 1815 JEAN LAFITTE HELPED WIN AN IMPORTANT BATTLE.

3381

- \*A. FACT
- B. OPINION

LAFITTE WAS ORDERED TO LEAVE AN ISLAND NEAR TEXAS.

3382

- \*A. FACT
- B. OPINION

\*\*\*\*\*  
THE STUDENT CAN DEMONSTRATE A KNOWLEDGE OF VOCABULARY WORDS FROM THE BOOK \*ESKIMO BOY\* BY SELECTING THE CORRECT DEFINITION. #100

0346

DIRECTIONS - SELECT THE CORRECT ANSWER.

A KAYAK IS A

3383

- A. GUN USED BY AN ESKIMO.
- \*B. CANOE USED BY AN ESKIMO.
- C. HOME OF AN ESKIMO.

AN AMULET IS A

3384

- A. WEAPON USED TO KILL SEALS.
- B. PIECE OF CLOTHING WORN BY AN ESKIMO.
- \*C. MAGIC CHARM TO WARD OFF EVIL OR HARM.

BARREN MEANS

3385

- A. SHAKING OR SLIDING OF THE EARTH.
- B. HAVING TREES AND WILD FLOWERS.
- \*C. NOT CAPABLE OF PRODUCING ANYTHING.

FLINSE MEANS

3386

- \*A. TO STRIP BLUBBER OR SKIN FROM A WHALE OR SEAL.
- B. TO WASH OR CLEAN A SKIN IN THE WATER.

C. TO SEW SKINS TOGETHER TO MAKE CLOTHING.

JUBILANT MEANS

- A. TO BE VERY SAD AND DISCOURAGED.
- \*B. TO BE VERY HAPPY AND GLAD.
- C. TO BE VERY ILL AND IN GRAVE DANGER.

3387

PRIME MEANS

- \*A. FIRST IN RANK, THE BEST TIME.
- B. OLD AND UNABLE TO WORK.
- C. UNIMPORTANT AND EASILY OVERLOOKED.

3387

SINEW IS THE

- \*A. TOUGH, STRONG RANK OR CORD THAT JOINS MUSCLE TO BONE.
- B. TENDER PART OF A SEAL WHICH IS GOOD TO EAT.
- C. BONE FROM A SEAL USED AS AN INSTRUMENT.

3389

SPECULATE MEANS

- A. TO TAKE A VERY SMALL AMOUNT.
- \*B. TO MAKE A GUESS.
- C. TO DRILL INTO THE ICE.

3390

NORTHERN LIGHTS MEANS

- \*A. BANK OF LIGHTS APPEARING IN THE SKY IN THE NORTHERN REGIONS.
- B. A LIGHT MARKING THE FARTHEST POINT NORTH.
- C. A DISTRICT IN THE NORTHERN PART OF GREENLAND.

3391

DISTINGUISH MEANS

- A. TO HAVE DIFFICULTY DOING A JOB.
- B. TO DO SOMETHING FOOLISH WITHOUT THINKING.
- \*C. TO SEE OR HEAR CLEARLY OR MAKE OUT CLEARLY.

3392

\*\*\*\*\*  
THE STUDENT CAN DEMONSTRATE A KNOWLEDGE OF SPECIFIC FACTS FROM  
THE BOOK \*ESKIMO BOY\* BY SELECTING THE CORRECT ANSWER TO QUES-  
TIONS BASED ON THE STORY. 967

0347

DIRECTIONS - SELECT THE CORRECT ANSWER.

THE SETTING OF THE STORY IS

- A. ALASKA.
- B. LABRADOR.
- \*C. GREENLAND.

3393

HOW DOES IVIK'S FATHER DIE?

- A. HE HAD FROZEN IN THE SNOW.
- \*B. HE WAS KILLED BY A WALRUS.
- C. HE WAS TRAPPED IN THE ICE.

3394

WHAT IS THE ESKIMO CUSTOM WHEN SOMEONE DIES?

- \*A. GOING FIVE DAYS WITHOUT EATING, MOVING, OR SLEEPING
- B. PRAYING FOR A NIGHT AND A DAY
- C. MOURNING FOR A DAY AND HAVING A CEREMONY

3395

WHAT DOES IVIK FIND ON THE SHORE?

- A. A WALRUS
- B. A BEAR
- \*C. A SEAL

3396

WHAT DOES THE FAMILY \*FINALLY\* HAVE TO EAT?

- A. VEGETABLES
- \*B. DOGS
- C. BLUBBER

3397

ON IVIK'S TRIP TO THE MAINLAND, WHAT ANIMAL DOES HE KILL?

- A. A WALRUS
- \*B. A BEAR
- C. A SEAL

3398

\*\*\*\*\*  
THE STUDENT CAN DEMONSTRATE AN UNDERSTANDING OF THE BOOK \*ESKIMO BOY\* BY SELECTING THE CORRECT ANSWERS TO QUESTIONS BASED ON THE STORY. #7a

0348

DIRECTIONS - SELECT THE CORRECT ANSWER.

WHY DIDN'T MARYARK WANT HIS SON TO HELP HIM?

- A. BECAUSE HE WAS VERY PROUD AND IT WOULD SHOW WEAKNESS
- \*B. BECAUSE HE DIDN'T WANT TO ATTRACT THE ATTENTION OF THE WALRUS AND ENDANGER IVIK'S LIFE
- C. BECAUSE HE DIDN'T THINK THAT HE WAS IN ANY REAL DANGER

3399

WHY WAS IVIK HANDICAPPED BY LOSING HIS KAYAK?

- \*A. HE WOULD NOT BE ABLE TO HUNT FOR FOOD WITHOUT IT.
- B. HE COULD NOT TRAVEL TO THE MAINLAND WITHOUT IT.
- C. HE WOULD NOT BE CONSIDERED A MAN WITHOUT IT.

3400

WHY DID OTONIA NOT WANT TO WEAR DOGSKIN TROUSERS?

- A. BECAUSE THEY WERE BULKY AND UNCOMFORTABLE
- \*B. BECAUSE OTHERS WOULD MAKE FUN OF HIM AND IT WAS A DISGRACE
- C. BECAUSE HE HAD SEALSKIN TROUSERS THAT HE LIKED BETTER

3401

WHY DIDN'T THE GROWN-UPS SAY ANYTHING WHEN THE CHILDREN SAID THE DOGS HAD RUN AWAY?

- \*A. BECAUSE THE GROWN-UPS KNEW THE MEAT THEY HAD EATEN WAS DOG MEAT
- B. BECAUSE THE GROWN-UPS KNEW THE DOGS HAD DIED OF HUNGER
- C. BECAUSE THE GROWN-UPS KNEW THE DOGS HAD RUN AWAY IN SEARCH OF FOOD

3402

IT WAS DECIDED THAT IVIK WOULD GO TO THE MAINLAND BECAUSE

- \*A. HE WAS THE ONLY ONE POSSIBLE, AND IF HE DIDN'T, THEY WOULD DIE OF HUNGER.
- B. KRITERNEK, THE GRANDFATHER, DIDN'T WANT TO GO ON THE JOURNEY.
- C. HE WAS CHOSEN BY THE FAMILY AND COULD VISIT HIS FRIENDS WHILE HE WAS THERE.

3403

WHY DOESN'T IVIK TURN BACK WHEN HE IS EXHAUSTED?

- A. BECAUSE HE HAS GONE TOO FAR
- \*B. BECAUSE THERE WOULD BE ONLY HUNGER AND COLD THERE
- C. BECAUSE HE DOES NOT REMEMBER THE WAY

3404

THE MAIN IDEA OF THE STORY IS

- A. ESKIMOS HAVE A HARD LIFE AND THEY MAY SUFFER FROM HUNGER, COLD WEATHER, AND UNHAPPY SITUATIONS.
- \*B. CHILDREN OF ESKIMOS HAVE MANY RESPONSIBILITIES EVEN WHEN THEY ARE YOUNG.

3405

\*C. BECAUSE OF NECESSITY, A FATHERLESS BOY LEARNS TO MEET THE CHALLENGE OF PROVIDING FOR HIS FAMILY.

\*\*\*\*\*

THE STUDENT WILL BE ABLE TO APPLY HIS UNDERSTANDING OF QUOTATIONS WHICH HAVE INSPIRED AUTHORS BY SELECTING INCIDENTS FROM \*ESKIMO BOY\* WHICH ILLUSTRATE THESE QUOTATIONS. %50

0349

DIRECTIONS - MATCH THE FOLLOWING QUOTATIONS WHICH EXPLAIN INCIDENTS IN THE STORY.

A. NOTHING IN HIS LIFE BECAME HIM LIKE THE LEAVING IT.

MACBETH

H. BUILDING CASTLES IN THE AIR - DON QUIXOTE

C. WE EASILY BELIEVE THAT WHICH WE WISH. - LE BARON

D. GREAT PERSONS ARE ABLE TO DO GREAT KINDNESSES. - DON QUIXOTE

F. THE OPTIMISM WHICH IS WILL FOR THE FUTURE SHOULD NEVER BE DESPISED. EVEN IF IT PROVED WRONG A HUNDRED TIMES.

DIETRICK BONHOEFFER

IVIK REJOICES TO FIND A SEAL. \*C

3406

MARYARK DIES KEEPING THE WALRUS AWAY FROM IVIK. \*A

3407

KRITERNERK'S BELIEVES IN LAUGHING WHEN ONE HAS NOTHING. \*E

3408

RESCUERS ARE GENEROUS IN THEIR PRAISE. \*D

3409

IVIK DREAMS OF BECOMING A HUNTER. \*F

3410

\*\*\*\*\*

THE STUDENT CAN ANALYZE ELEMENTS OF \*ESKIMO BOY\* BY SELECTING REASONS FOR THE AUTHOR'S STYLE. %20

0350

DIRECTIONS - SELECT THE CORRECT ANSWER.

THE AUTHOR USED THE PRESENT TENSE THROUGHOUT THE STORY TO

3411

\*A. HELP THE READER RECOGNIZE THE SENSE OF IMMEDIACY THAT HEIGHTENS THE EMOTIONAL EFFECT.

B. LET THE READER KNOW THAT THE STORY COULD BE HAPPENING AT THE PRESENT TIME.

C. MAKE THE CHARACTERS SEEM MORE REAL TO THE READER.

WHY DID THE CHARACTERS USE THE IMPERSONAL \*ONE\* RATHER THAN \*I\* WHEN SPEAKING OF THEMSELVES?

3412

A. IT SHOWED THAT THE STORY COULD BE HAPPENING TO ANY ESKIMO.

B. IT IS JUST THE WAY THE AUTHOR WANTED TO WRITE THE STORY.

\*C. IT IS AN ESKIMO IDIOM SUGGESTING HUMILITY.

\*\*\*\*\*

THE STUDENT CAN SHOW HIS COMPREHENSION OF LITERARY DEVICES BY ANALYZING GIVEN PORTIONS OF \*ESKIMO BOY\* BY SELECTING THE PORTION WHICH ILLUSTRATES FORESHADOWING AND FLASHBACK. %20

0351

WHICH PARAGRAPH SHOWS THE AUTHOR'S USE OF FLASHBACK?

3413

A. THESE REMARKS MAKE IVIK FEEL THAT HIS MOTHER AND GRANDFATHER

DO NOT TRUST HIS SKILL AS A PROVIDER. IVIK RESOLVES TO GO HUNTING EVERY CHANCE HE GETS. HE WILL DELIGHT HIS SISTERS AND BROTHERS BY HAULING IN ONE SEAL AFTER ANOTHER BEHIND HIS KAYAK.

- \*B. IVIK REMEMBERS HOW ADVENTUROUS HE FELT WHEN HIS FAMILY MOVED TO THE ISLAND. IT WAS EXCITING TO MOVE OFF AND LIVE ALONE. HE HAD LOOKED FORWARD TO RETURNING IN THE FALL FULL OF STORIES TO TELL HIS FRIENDS.
- C. IVIK FINDS HE IS NOT FAR FROM THE FIRST ICE CRAG. HE FEELS HE WILL BE STRONGER AND BE ABLE TO WALK FASTER IF HIS THROAT IS NOT SO DRY. HE LOOKS FORWARD TO THE LOVELY SWEET TASTE OF WATER HE WILL SUCK FROM THE ICE SPLINTER.

WHICH LINE ILLUSTRATES THE AUTHOR'S USE OF FORESHADOWING

- \*A. IT MAY HAPPEN THAT THE DOGS WILL HAVE TO LEARN THAT THIS CAMP HAS NOT AN ENDLESS SUPPLY OF MEAT.
- B. IF ONLY I COULD GET DOWN OFF THIS CRAG, I'D GO HOME TO MY MOTHER AND GRANDFATHER.
- C. IT IS UNDERSTOOD THAT A PERSON CANNOT CATCH A LIVE SEAL WHEN HE HAS LEFT HIS EQUIPMENT AT HOME.

3414

\*\*\*\*\*

THE STUDENT CAN ANALYZE PHRASES FROM \*ESKIMO BOY\* TO DETERMINE WHETHER THEY INCLUDE EMOTIONAL WORDS BY CATEGORIZING PHRASES. #100

0352

DIRECTIONS - DECIDE WHETHER THE FOLLOWING PHRASES INCLUDE EMOTIONAL WORDS.

- A. USES EMOTION WORDS
- B. USES WORDS WITHOUT EMOTION

FRANTIC WITH PAIN \*A

3415

DESPERATELY TRIES TO HELP \*A

3416

EATING RAW MEAT \*

3417

WEeping ON THE SHORE \*A

3418

WALKING ON THE ICE \*B

3419

STROLLING DOWN THE HILL \*B

3420

HEARING SISTER SHOUTING \*A

3421

A FEARFUL ROAR \*A

3422

CRAWLS OUT OF HIS KAYAK \*B

3423

HEARS SOMEONE NEXT TO HIM \*B

3424

\*\*\*\*\*

THE STUDENT CAN DEMONSTRATE HIS ABILITY TO ANALYZE HOW THE LIFE OF AN ESKIMO CHILD WOULD COMPARE TO THE LIFE OF AN AMERICAN CHILD IN THE MIDWEST BY CATEGORIZING STATEMENTS AS BEING THE SAME OR DIFFERENT. QUESTIONS ARE BASED ON \*ESKIMO BOY\*. #100

0353



DIRECTIONS - SELECT A. SAME  
B. DIFFERENT

IF YOU WENT TO LIVE IN GREENLAND WITH IVIK FOR A YEAR, WHICH THINGS \*COULD\* BE THE SAME AND WHICH \*COULD\* BE DIFFERENT WHEN COMPARED WITH WHAT YOU USUALLY EXPERIENCE IN ILLINOIS.

- |   |      |
|---|------|
| WOULD ATTEND SCHOOL *A                        | 3425 |
| EAT WALRUS AND SEAL *B                        | 3426 |
| GO SWIMMING AFTER SCHOOL *B                   | 3427 |
| HELP WITH FAMILY CHORES *A                    | 3428 |
| HAVE A DOG FOR A PET *A                       | 3430 |
| HAVE GAMES TO PLAY *A                         | 3431 |
| WEAR CLOTHES MADE OF ANIMAL SKINS *B          | 3432 |
| HAVE A SPEAR FOR A WEAPON *B                  | 3433 |
| FOOD SUPPLY LIMITED TO WHAT FAMILY CATCHES *B | 3434 |

\*\*\*\*\*

THE STUDENT CAN DEMONSTRATE HIS KNOWLEDGE OF NEW VOCABULARY WORDS FROM THE \*THE RIVER\* BY SELECTING THE CORRECT DEFINITION. 0354

DIRECTIONS - SELECT THE CORRECT DEFINITION.

A MACHETE IS 3435  
A. A FIERCE, STRONG FISH.  
\*B. A LARGE, HEAVY KNIFE.  
C. A HUGE, THICK VINE.

PENETRATE MEANS 3436  
\*A. TO GET INTO OR THROUGH.  
B. TO BE VERY BRIGHT AND COLORFUL.  
C. TO BE VERY THICK AND OVERGROWN.

MYRIAD MEANS 3437  
A. EXTREMELY SMALL.  
\*B. A GREAT NUMBER.  
C. COVERED WITH WATER.

\*\*\*\*\*

THE STUDENT CAN DEMONSTRATE HIS KNOWLEDGE OF SPECIFIC FACTS FROM THE STORY \*THE RIVER\* BY SELECTING FACTS FROM THE STORY. 0355

THE RIVER IN THE STORY IS THE 3438  
A. CONGO RIVER.  
\*B. AMAZON RIVER.  
C. COLORADO RIVER.

A SPRINGUERO IS A 3439  
A. BEAUTIFUL BIRD.

- B. LONG CARVED KNIFE.
- \*C. RUBBER COLLECTOR.

A SPRINGER IS A

- \*A. A GAY LITTLE BIRD FOUND NEAR RUBBER TREES.
- B. A PERSON WHO USED THE RIVER FOR TRANSPORTATION.
- C. A TREE THAT IS VERY VALUABLE FOR ITS WOOD.

3440

XINGO AND HIS MOTHER HAD TO GO TO THE ISLAND BECAUSE

- A. THE FAMILY NEEDED FOOD.
- \*B. THE FATHER MIGHT BE ILL.
- C. XINGO HAD TO PROVE THAT HE WAS BRAVE.

3441

WHAT HAPPENED TO XINGO'S FATHER

- \*A. HE THOUGHT HE FELL.
- B. HIS BOAT GOT AWAY.
- C. HE WAS ATTACKED BY WILD ANIMALS.

3442

WHY DIDN'T XINGO MAKE THE TRIP DOWN RIVER

- \*A. MEN FROM THE TRADING STATION VOLUNTEERED TO GO TO THE NEAREST SETTLEMENT.
- B. XINGO DECIDED THAT THE RIVER WAS TOO DANGEROUS FOR HIM TO MAKE THE TRIP.
- C. THEY DECIDED THAT A DOCTOR WOULDN'T BE NEEDED FOR XINGO'S FATHER.

3443

WHY DIDN'T XINGO SAY ANYTHING WHEN HIS FATHER SAID HE WAS GLAD XINGO WASN'T AFRAID

- A. BECAUSE HIS FATHER WAS RIGHT, AND XINGO WAS NO LONGER AFRAID OF THE RIVER
- \*B. BECAUSE HE KNEW HE HAD NOT LOST HIS FEAR BUT WOULD TRY HARD TO FORGET THAT FEAR
- C. BECAUSE HE WAS AFRAID OF HIS FATHER AND SO DID NOT SAY ANYTHING

3444

\*\*\*\*\*

THE STUDENT CAN ANALYZE STATEMENTS ABOUT \*THE RIVER\* AND CATEGORIZE THEM ACCORDING TO FACT OR OPINION. \*8m

0356

DIRECTIONS - SELECT THE FOLLOWING

- A. FACT
- B. OPINION

THE AMAZON RIVER IS THE GREATEST RIVER IN THE WORLD. \*B

3445

THERE ARE MANY INSECTS, GAILY COLORED BIRDS, GIANT SNAKES, AND WILD ANIMALS IN THE JUNGLE. \*A

3446

IT IS BEAUTIFUL ALONG THE AMAZON RIVER. \*B

3447

XINGO WAS A GOOD SON. \*B

3448

THE AMAZON RIVER COULD BE VERY DANGEROUS. \*A

3449

XINGO'S FATHER WAS PROUD OF HIS SON. \*B

3450

XINGO WAS AFRAID OF THE RIVER. \*A

3451

THE PIRANHA IS A DANGEROUS FISH. \*A

3452

\*\*\*\*\*  
THE STUDENT CAN SHOW KNOWLEDGE OF VOCABULARY WORDS FROM \*WESTWARD  
OVER THE OCEAN SEA\* BY SELECTING THE CORRECT DEFINITION. 380

0357

DIRECTIONS - SELECT THE CORRECT DEFINITION.

MONASTERY

3453

- A. PUBLIC SCHOOL BUILDINGS IN SPAIN
- B. SHIP BUILT TO CARRY MANY PASSENGERS
- \*C. BUILDING IN WHICH MONKS LIVE AND WORK

FRIAR

3454

- \*A. MAN WHO BELONGS TO ONE OF CERTAIN RELIGIOUS BROTHERHOODS OF THE ROMAN CATHOLIC CHURCH
- B. MAN WHO WORKS ON A SHIP TO GET IT IN SAILING ORDER
- C. MAN WHO IS A COOK AT A BOARDING SCHOOL FOR BOYS

ABBOTT

3455

- A. MAN WHO IS IN CHARGE OF A SHIP
- B. MAN WHO WORKS FOR THE GOVERNMENT
- \*C. MAN WHO IS HEAD OF A MONASTERY

APPRENTICE

3456

- A. PERSON WHO IS PUT IN JAIL
- \*B. PERSON WHO IS LEARNING A TRADE
- C. PERSON WHO RUNS OFF TO SEA

CARAVEL

3457

- A. GROUP OF PEOPLE TRAVELING TOGETHER
- \*B. SMALL, FAST SHIP OF FORMER TIMES
- C. BOYS SINGING TOGETHER IN A GROUP

QUAY

3458

- A. A COURTYARD IN A MONASTERY
- B. A VALUABLE SPANISH COIN
- \*C. SOLID LANDING PLACE FOR SHIPS

NOVICE

3459

- \*A. PERSON PREPARING TO BE A MONK OR NUN
- B. PERSON WORKING ON A SAILING VESSEL
- C. PERSON EXPERIENCED IN HIS JOB

BOATSWAIN

3460

- A. BOY ON A SHIP WHO PERFORMS ODD JOBS
- \*B. OFFICER OF A SHIP WHO HAS CHARGE OF THE ANCHORS, ROPES, RIGGING
- C. YOUNG MAN ON A LARGE SAILING VESSEL WHO HELPS PUT UP THE SAILS

\*\*\*\*\*  
THE STUDENT CAN DEMONSTRATE KNOWLEDGE OF SPECIFIC FACTS FROM  
\*WESTWARD OVER THE OCEAN SEA\* BY SELECTING THE CORRECT FACT. 340

0358

DIRECTIONS - SELECT THE CORRECT ANSWER.

THE MONASTERY OF LA RAHIDA WAS IN

A. LISBON, PORTUGAL.

\*B. PALOS, SPAIN.

C. GENOA, ITALY.

3461

WHAT HAD JUAN RODRIGUEZ MADE FOR A WIND GAUGE

\*A. PINWHEEL

B. KITE

C. SAIL

3462

JUAN WAS TO BE AN APPRENTICE TO A

A. SILVERSMITH.

B. SHIPBUILDER.

\*C. WEAVER.

3463

ADMIRAL DON CRISTOBAL MADE JUAN A

\*A. CABIN BOY.

B. PRISONER.

C. SAILOR.

3464

\*\*\*\*\*

THE STUDENT CAN ANALYZE PHRASES FROM \*WESTWARD OVER THE OCEANS SEAS\* AND SELECT THE PHRASES THAT PROVE THE STORY IS HISTORICAL FICTION. %10

0359

DIRECTIONS - SELECT YES IF THE PHRASE PROVES THE STORY IS HISTORICAL FICTION. SELECT NO IF THE PHRASE DOES \*NOT\* NECESSARILY PROVE IT IS HISTORICAL FICTION.

A. YES

B. NO

HOYHOOD APPRENTICESHIP \*A

3465

LIMITED NUMBER OF BOOKS \*A

3466

BOYS PLAYING TOGETHER \*B

3467

LOVE OF THE SEA \*B

3468

OCEAN-GOING SHIPS WITHOUT ENGINE POWER \*A

3469

NOVICES IN MONASTERIES \*B

3470

LIMITED KNOWLEDGE OF THE NEW WORLD \*A

3471

FEW PEOPLE COULD READ OR WRITE \*A

3472

SEVERE PUNISHMENT FOR WRONG DOING \*A

3473

SHIPS DOCKING \*B

3474

\*\*\*\*\*

THE STUDENT CAN DEMONSTRATE AN UNDERSTANDING OF \*WESTWARD OVER THE OCEAN SEAS\* BY SELECTING INFERRED CORRECT ANSWERS TO QUESTIONS BASED ON THE STORY. %3

0360

DIRECTIONS - SELECT THE CORRECT ANSWER.

THE TITLE IS REFERRED TO THROUGHOUT BY MENTIONING

3475

- \*A. WESTWARD WIND.
- B. SEA VOYAGE.
- C. OCEAN SEAS.

WHY DIDN'T JUAN WANT TO TELL DON CRISTOBAL WHY HE LEFT THE MONASTERY

3476

- A. BECAUSE HE DIDN'T FEEL IT WAS IMPORTANT
- B. BECAUSE HE KNEW DON CRISTOBAL WAS A FRIEND OF THE ABBOT
- \*C. BECAUSE HE EXPECTED SEVERE PUNISHMENT

WHY WAS JUAN SO ANXIOUS TO LEAVE THE MONASTERY OF LA RABIDAO

3477

- A. BECAUSE HE WAS TREATED CRUELLY AND HAD TO WORK HARD
- \*B. BECAUSE HE LOVED THE SEA AND DIDN'T WANT TO BE A WEAVER'S APPRENTICE.
- C. BECAUSE HE WANTED TO LOOK FOR BURIED TREASURE

\*\*\*\*\*

THE STUDENT WILL SHOW KNOWLEDGE OF VOCABULARY WORDS FROM \*CAST-  
AWAYS IN SPACE\* BY SELECTING THE CORRECT DEFINITION. %6

0361

DIRECTIONS - SELECT THE CORRECT DEFINITION.

CASTAWAY

3478

- A. A MESSAGE SENT IN SPACE
- \*B. THROWN AWAY. CAST ADrift
- C. A PLACE TO LAND IN SPACE

CADET

3479

- A. A PERSON IN CHARGE OF A SPACE PROGRAM
- B. A MAN WHO IS A RULER OF ANOTHER PLANET
- \*C. YOUNG MAN WHO IS TRAINING TO BE AN OFFICER IN THE ARMY, NAVY, OR AIR FORCE

JAGGED

3480

- A. VERY HEAVY AND HARD TO CARRY
- \*B. WITH SHARP POINTS STICKING OUT
- C. EASILY CRUSHED BY HAND

INGENUITY

3481

- \*A. CLEVERNESS
- B. MADNESS
- C. HAPPINESS

INCREDIBLE

3482

- A. EASY TO UNDERSTAND
- B. LONG AND BORING
- \*C. BEYOND BELIEF

REINSTATED

3483

- \*A. PUT BACK IN A FORMER POSITION OR CONDITION
- B. SAY SOMETHING AGAIN AND AGAIN
- C. MAKE UP ONE'S MIND ABOUT HIS JOB

\*\*\*\*\*

THE STUDENT CAN DEMONSTRATE KNOWLEDGE OF SPECIFIC FACTS FROM

0362

**\*WALK LIKE A PIONEER\* BY SELECTING THE CORRECT FACT. #4**

**DIRECTIONS - SELECT THE CORRECT ANSWER.**

**THE WAGON TRAIN WAS GOING TO**

- A. NEVADA.
- \*B. CALIFORNIA.
- C. UTAH.

3484

**RENN'S FATHER HAD BEEN A**

- \*A. SCHOOLTEACHER.
- B. STOREKEEPER.
- C. FARMER.

3485

**THE RIMS CAME OFF THE WAGON WHEELS BECAUSE OF**

- \*A. EXTREME DRYNESS OF THE DESERT.
- B. THE VERY DEEP SAND.
- C. POOR CONSTRUCTION OF THE RIM.

3486

**THE WAGON TRAIN WAS CROSSING WHAT MOUNTAIN RANGE IN THE STORY**

- A. ALLEGHENY MOUNTAINS
- B. ROCKY MOUNTAINS
- \*C. SIERRA NEVADA MOUNTAINS

3487

\*\*\*\*\*  
**THE STUDENT CAN SHOW KNOWLEDGE OF VOCABULARY WORDS FROM \*WALK LIKE A PIONEER\* BY SELECTING THE CORRECT DEFINITION. #3**

0363

**DIRECTIONS - SELECT THE CORRECT DEFINITION.**

**WALK**

- \*A. ADD, TO INCREASE
- B. WALK CAREFULLY, SLOWLY
- C. USE A SMALL AMOUNT

3488

**CORRAL**

- A. WAGON TRAIN TRAVELING WEST
- \*B. PEN FOR HORSES, CATTLE, ETC.
- C. PIECE OF EQUIPMENT FOR A WAGON

3489

**SIERRA NEVADA**

- \*A. MOUNTAIN RANGE IN EASTERN CALIFORNIA
- B. DESERT IN NORTHERN NEVADA
- C. CITY NEAR BORDER OF CALIFORNIA

3490

\*\*\*\*\*  
**THE STUDENT CAN DEMONSTRATE AN UNDERSTANDING OF \*WALK LIKE A PIONEER\* BY SELECTING CORRECT ANSWERS TO QUESTIONS BASED ON THE STORY. #6**

0364

**DIRECTIONS - SELECT THE CORRECT ANSWER.**

**WHAT DOES \*WALK LIKE A PIONEER\* MEAN**

- A. TO MOVE ALONG ON FOOT INSTEAD OF RIDING
- \*B. TO LIVE, BEHAVE WITH A PIONEER SPIRIT
- C. TO TAKE BIG STEPS WHEN WALKING

3491



WHEN THE PIONEERS HAD TO \*RATION\* THEIR DRINKING WATER, WHAT DID THEY DO?

3492

- A. THREW IT AWAY BECAUSE IT WAS NO GOOD
- \*B. USED ONLY A FIXED AMOUNT DAILY
- C. TOOK TURNS FILLING THE WATER BARRELS

BEN'S FEELING TOWARD THE BOYS FROM THE FARM WAS ONE OF

3493

- A. FRIENDLINESS.
- \*B. RESENTMENT.
- C. INDIFFERENCE.

BEN DID NOT \*WALK LIKE A PIONEER\* DURING THE WATER SHORTAGE BECAUSE

3494

- A. HE DID NOT VOLUNTEER TO GO FOR WATER.
- \*B. HE WENT FOR AN EXTRA DRINK.
- C. HE WASTED A LOT OF THE WATER.

BEN PROVED THAT HE COULD \*WALK LIKE A PIONEER\* WHEN

3495

- A. HE GAINED STRENGTH AND SKILL.
- B. HE WALKED ALL DAY BESIDE THE WAGON.
- \*C. HE HELPED THE CHILDREN UP THE MOUNTAIN.

WHAT IS THE MAIN IDEA OF THE STORY?

3496

- \*A. EVEN THOUGH BEN AT FIRST HAD NO IDEA OF WHAT WALKING LIKE A PIONEER MEANT AND WAS RESENTFUL AND UNDISCIPLINED, HE LEARNED FROM HIS FAILURE HOW TO WALK LIKE A PIONEER IN HIS OWN WAY.
- B. BEN WENT WITH WAGON TRAIN EXPEDITION WEST AND HAD TO WALK SOME OF THE WAY AND RIDE IN THE WAGON SOME OF THE WAY. THEY CAMPED ALONG THE WAY AND HAD SOME HARD TIMES BUT KEPT GOING.
- C. BEN WAS NOT EXCITED ABOUT GOING ON THE WAGON TRAIN AND DID NOT ALWAYS FOLLOW DIRECTIONS. HE HAD TO LEARN TO MAKE FRIENDS AND CONTROL HIS TEMPER.

\*\*\*\*\*

THE STUDENT WILL BE ABLE TO RECALL SPECIFIC FACTS ABOUT THE STORY \*HENRY AND RIBSY\* BY CHOOSING THE CORRECT ANSWERS TO QUESTIONS BASED ON THE STORY. #4#

0365

DIRECTIONS - SELECT THE CORRECT ANSWER.

WHAT WAS THE NAME OF THE STREET THAT HENRY LIVED ON?

3497

- A. CHERRY STREET
- \*B. KLICKITAT STREET
- C. SCOOTER STREET

WHAT WAS THE BUS COMPANY'S RULE CONCERNING ANIMALS RIDING ON BUSES?

- A. NO ANIMAL CAN RIDE ON A BUS UNLESS IT'S ON A LEASH.
- B. NO ANIMAL CAN RIDE ON A BUS UNLESS IT HAD DOG TAGS.
- \*C. NO ANIMAL CAN RIDE ON A BUS UNLESS IT'S INSIDE A BOX.

HENRY NAMED HIS DOG RIBSY BECAUSE

3499

- A. THE DOG LIKED TO EAT ICE CREAM.
- \*B. THE DOG WAS SO THIN YOU COULD SEE HIS RIBS.
- C. THE DOG HAD FLEAS.

HOW DID HENRY FINALLY GET HOME?

3500

- \*A. IN A POLICE CAR

- B. ON HIS BICYCLE
- C. BY WALKING

\*\*\*\*\*

THE STUDENT WILL SHOW KNOWLEDGE OF UNFAMILIAR WORDS BY SELECTING THE CORRECT DEFINITION FOR EACH WORD. VOCABULARY WORDS ARE FOUND IN THE STORY \*HENRY AND RIBSY.\* %30

0366

DIRECTIONS - SELECT THE CORRECT DEFINITION FOR EACH WORD.

EXASPERATE

3501

- A. TO MAKE FUN OF
- \*B. TO IRRITATE OR ANNOY GREATLY
- C. TO BE VERY HAPPY

GLOAT

3502

- \*A. TO FEEL A MEAN OR SELFISH KIND OF PLEASURE
- B. TO JUMP UP IN THE AIR
- C. TO LOOK OVER CAREFULLY

WHIMPER

3503

- \*A. A CRY WITH LOW, BROKEN SOUNDS
- B. TO BREAK SOMETHING
- C. TO ENJOY DOING A JOB

\*\*\*\*\*

THE STUDENT WILL BE ABLE TO ANALYZE STATEMENTS TO DETERMINE FACT AND OPINION BY CORRECTLY CATEGORIZING EACH STATEMENT. STATEMENTS ARE BASED ON THE STORY \*HENRY AND RIBSY.\* %50

0367

DIRECTIONS - READ EACH STATEMENT AND DECIDE IF IT IS FACT OR OPINION.

HENRY'S MOTHER WAS OFTEN UPSET BECAUSE OF THINGS HENRY DID.

3504

- \*A. FACT
- B. OPINION

HENRY OFTEN DID UNUSUAL THINGS.

3505

- A. FACT
- \*B. OPINION

THIS WAS A FUNNY STORY.

3506

- A. FACT
- \*B. OPINION

RIBSY WAS VERY THIN AND HUNGRY.

3507

- \*A. FACT
- B. OPINION

THE STORY HAD A HAPPY ENDING.

3508

- A. FACT
- \*B. OPINION

\*\*\*\*\*

THE STUDENT WILL BE ABLE TO RECALL SPECIFIC FACTS ABOUT THE STORY

0368

\*THE ROCKETS RED GLARE\* BY CHOOSING THE CORRECT ANSWER TO QUESTIONS BASED ON THE STORY. %30

DIRECTIONS - SELECT THE CORRECT ANSWER.

WHY DID DANNY HAVE TO TAKE THE LONG WAY HOME FROM BEAR CREEK?

3509

- \*A. HE WAS AFRAID OF BEING CAPTURED OR SHOT BY THE ENEMY.
- B. HE HAD TO STOP AT THE TRADING POST FOR HIS MOTHER.
- C. HE WANTED TO STOP AND PLAY WITH A FRIEND.

DANNY WAS CAPTURED BY

3510

- A. DR. BEANES.
- \*B. THE BRITISH ON A CLIPPER SHIP.
- C. THE SOLDIERS AT FORT MC HENRY.

WHAT WAS FRANCIS SCOTT KEY LOOKING FOR AS HE POINTED HIS TELESCOPE TOWARD FORT MC HENRY?

3511

- \*A. THE AMERICAN FLAG
- B. THE ROCKETS
- C. THE BRITISH SOLDIERS

\*\*\*\*\*

THE STUDENT WILL SHOW KNOWLEDGE OF UNFAMILIAR WORDS BY SELECTING THE CORRECT DEFINITION FOR EACH WORD. VOCABULARY WORDS ARE FROM THE STORY \*THE ROCKETS RED GLARE.\* %40

0369

DIRECTIONS - SELECT THE CORRECT DEFINITION FOR EACH WORD.

BOMBARDMENT

3512

- A. A THORNY BUSH
- B. TO BE SUCCESSFUL
- \*C. AN ATTACK WITH HEAVY FIRE

DEFIANT

3513

- A. A WRITTEN AGREEMENT
- \*B. TO BE DISOBEDIENT
- C. TO BE SURE, CERTAIN

SILTRY

3514

- A. COLD AND DRY
- \*B. HOT AND MOIST
- C. VERY WINDY

PERILOUS

3515

- \*A. DANGEROUS
- B. A NARROW STRIP OF WATER
- C. A PERSON WHO JOKES

\*\*\*\*\*

THE STUDENT WILL BE ABLE TO ANALYZE EVENTS IN THE STORY \*THE ROCKETS RED GLARE\* IN RELATION TO OTHER HISTORICAL EVENTS BY CHECKING TRUE OR FALSE. %50

0370

DIRECTIONS - MARK T FOR EACH TRUE STATEMENT OR F FOR EACH FALSE STATEMENT.

THE BATTLE OF BALTIMORE OCCURRED TOWARD THE BEGINNING OF THE WAR

3516

OF 1812.

- A. TRUE
- \*B. FALSE

FRANCIS SCOTT KEY COULD NOT HAVE KNOWN GEORGE WASHINGTON.

3517

- \*A. TRUE
- B. FALSE

FRANCIS SCOTT KEY KNEW THAT HIS POEM WOULD BECOME OUR NATIONAL ANTHEM.

3518

- A. TRUE
- \*B. FALSE

\*\*\*\*\*

THE STUDENT WILL BE ABLE TO SHOW KNOWLEDGE OF UNFAMILIAR WORDS FROM THE POEM \*MY FRIEND, LEONA\* BY SELECTING THE CORRECT DEFINITION. #30

0371

DIRECTIONS - CHOOSE THE CORRECT DEFINITION FOR EACH OF THE FOLLOWING.

GERANIUM

3515

- A. A PERSON WHO IS RUNNING AWAY FROM DANGER OR CAPTURE
- \*B. A HOUSE OR GARDEN PLANT WITH FLOWERS OF SCARLET, PINK, OR WHITE
- C. A SWEET, SPICY FRAGRANCE FROM CERTAIN AFRICAN OR ASIAN TREES

HELTER-SKELTER

3520

- \*A. WITH HEADLONG, DISORDERLY HASTE
- B. BIG AND CLUMSY LOOKING
- C. LOOKING OVER VERY CAREFULLY, INSPECTION

WELFARE WORK

3521

- A. SECRET ORGANIZATION WORKING AGAINST AN UNPOPULAR GOVERNMENT
- B. SCIENTIFIC WORK THAT IS DONE IN A LABORATORY
- \*C. WORK DONE TO IMPROVE THE CONDITIONS OF PEOPLE WHO NEED HELP

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE AN UNDERSTANDING OF THE POEM \*MY FRIEND, LEONA\* BY SELECTING THE CORRECT ANSWER. #40

0372

DIRECTIONS - SELECT THE CORRECT ANSWER FOR EACH OF THE FOLLOWING.

WHY WAS LEONA'S MOTHER UNHAPPY WITH HER?

3520

- A. LEONA DID NOT CLEAN HER ROOM.
- B. LEONA WAS OFTEN LATE FOR SCHOOL.
- \*C. LEONA TOLD LIES.

WHEN DOES LEONA SAY UNTRUE THINGS?

3521

- A. WHEN SHE DOESN'T LIKE SOMEONE
- \*B. WHEN SHE DOESN'T WANT TO SEE LIFE AS IT REALLY IS
- C. WHEN SHE DOESN'T GET EVERYTHING SHE WANTS

WHICH OF THE FOLLOWING LINES FROM THE POEM TELL YOU LEONA DOES NOT HAVE THE PRETTY CLOTHES SHE SAYS SHE HAS?

3522

- A. SHE SAYS HER HOME

IS HUGE AND FAIR  
BUT AT PRESENT SHE'S  
NOT LIVING THERE.

- \*B. SHE SAYS SHE HAS DRESSES  
TOO SWEET TO BE SEEN  
BUT THE ONES SHE WEARS  
ARE SCRUMPED AND MEAN.
- C. THAT HER FATHER'S THE CAPTAIN  
OF A SHIP  
OFF ON A LONG  
MYSTERIOUS TRIP . . . .

WHICH OF THE FOLLOWING LINES FROM THE POEM SUGGEST THAT IF YOU  
REALLY KNEW LEONA YOU MIGHT LIKE HER?

3523

- A. LEONA MAKES OVER  
THINGS SHE CAN'T BEAR  
ALL UGLY STREETS  
AND RATTED HAIR.
- \*B. LISTEN TO HER  
AND YOU'LL SEE  
EVERYTHING AS IT  
\*WANTS\* TO BE...  
LEONA'S TALL AND HER EYES ARE BLUE  
AND IF YOU KNEW LEONA YOU'D LOVE HER, TOO.
- C. JUST ASK LEONA THE  
WAY TO A PLACE---  
THERE'LL BE NO LIE  
IN THE MAP SHE'LL TRACE.

\*\*\*\*\*

THE STUDENT WILL BE ABLE TO ANALYZE THE MAKE-UP OF A COMPLEX  
PERSONALITY BY SELECTING THE PROBABLE REASON FOR THE CHARACTER'S  
ACTION.

0373

THE QUESTION IS BASED ON THE POEM \*MY FRIEND, LEONA.\* #1

DIRECTIONS - SELECT THE BEST ANSWER TO THE FOLLOWING QUESTION.

WHY DOES IT HELP LEONA TO MAKE THINGS OVER IN HER IMAGINATION?

3524

- A. LEONA IS A HAPPY CHILD AND SHE WANTS TO SHARE HER HAPPINESS  
WITH OTHER PEOPLE.
- \*B. LEONA IS VERY UNHAPPY IN REAL LIFE AND FINDS HAPPINESS IN  
PRETENDING.
- C. LEONA IS A MEAN PERSON AND LIKES TO SAY THINGS THAT WILL  
HURT OTHER CHILDREN.

\*\*\*\*\*

THE STUDENT WILL BE ABLE TO RECALL SPECIFIC FACTS ABOUT THE STORY  
\*THE GOOD NEIGHBOR\* BY CHOOSING THE CORRECT ANSWERS TO QUESTIONS  
BASED ON THE STORY. #5

0374

DIRECTIONS - SELECT THE CORRECT ANSWER.

JANE ADDAMS WAS BORN IN 1860. 1860 IS IN WHICH CENTURY?

3525

- A. 18TH CENTURY
- \*B. 19TH CENTURY
- C. 20TH CENTURY

JANE ADDAMS WAS BORN NEAR  
A. DES MOINES, IOWA.  
B. MADISON, WISCONSIN.  
\*C. CHICAGO, ILLINOIS.

3526

FROM THE TIME JANE WAS VERY SMALL SHE HAD ALWAYS BEEN INTERESTED  
IN

3527

- \*A. POOR PEOPLE.
- B. ANIMALS.
- C. TRAVELING.

WHEN JANE FOUND HULL HOUSE, IT WAS SURROUNDED BY

3528

- A. BEAUTIFUL, CHEERFUL HOMES WITH PRETTY FLOWERS.
- B. A PEACEFUL, QUIET LAKE IN THE MIDDLE OF A FOREST.
- \*C. DIRTY, WOODEN HOMES WITH TRASH AND GARBAGE ALL AROUND.

IN 1931, MISS ADDAMS RECEIVED THE NOBEL PEACE PRIZE. WHAT IS THE  
NOBEL PEACE PRIZE?

3529

- A. PRIZES GIVEN EACH YEAR FOR THE PERSON WHO HAS GIVEN THE MOST  
MONEY TO WORTHY CAUSES
- \*B. PRIZES GIVEN EACH YEAR TO THOSE PERSONS WHO HAVE DONE MOST  
IN PHYSICS, CHEMISTRY, MEDICINE, LITERATURE AND THE PROMO-  
TION OF PEACE
- C. PRIZES GIVEN EACH YEAR TO THE BEST ATHLETE WHO GOES TO  
OTHER COUNTRIES TO PROMOTE PEACE

\*\*\*\*\*

THE STUDENT WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE  
STORY \*THE GOOD NEIGHBOR\* BY CORRECTLY SELECTING THE MEANING OF  
EACH WORD OR PHRASE. %60

0375

DIRECTIONS - CHOOSE THE CORRECT ANSWER.

WHAT DID PEOPLE MEAN WHEN THEY SAID JANE AND ELLEN WERE \*TOUCHED  
IN THE HEAD\*?

3530

- A. SMART
- B. LAZY
- \*C. CRAZY

HULL HOUSE WAS DESCRIBED AS A \*SETTLEMENT HOUSE.\* WHAT DOES THIS  
MEAN?

3531

- \*A. A PLACE WHERE NEIGHBORS COULD HAVE FUN AND LEARN MANY THINGS  
TOGETHER
- B. A STORE WHERE YOU GO TO BUY FOOD AND CLOTHING
- C. PUBLIC LAND RESERVED FOR SOME PARTICULAR USE, SUCH AS FOR  
INDIANS

WHAT DOES THE WORK \*APPEALED\* MEAN IN THE SENTENCE, \*THE IDEA OF  
BEING A DOCTOR APPEALED TO HER.\*?

3532

- A. SHE DID NOT LIKE THE IDEA.
- \*B. IT WAS OF INTEREST TO HER.
- C. SHE COULD NOT DO IT.

WHAT DOES THE WORD \*FOREIGN\* MEAN IN THE SENTENCE, \*THEY CAME TO  
AMERICA FROM \*FOREIGN\* LANDS.\*?

3533

- \*A. FROM OTHER COUNTRIES
- B. FROM ONLY ASIA
- C. FROM COLD LANDS



WHAT DOES THE WORD \*FLOCKED\* MEAN IN THE SENTENCE, \*YOUNG FOLKS AND OLD \*FLOCKED\* TO HULL HOUSE.\*0

3534

- A. TO COME ONLY BY TRAIN
- \*B. TO GATHER TOGETHER, ASSEMBLE
- C. TO JUMP UP AND DOWN

WHAT DOES THE WORD \*STATELY\* MEAN IN THE SENTENCE, \*HULL HOUSE, WHEN IT WAS BUILT, WAS A BIG \*STATELY\* MANSION.\*0

3535

- \*A. DIGNIFIED, GRAND
- B. DIRTY, RUNDOWN
- C. COMPACT, SMALL

\*\*\*\*\*

THE STUDENT WILL BE ABLE TO RECALL SPECIFIC FACTS ABOUT THE STORY \*AN EXTRA INDIAN\* BY MARION HOLLAND BY CHOOSING THE CORRECT ANSWERS TO QUESTIONS BASED ON THE STORY. #60

0376

DIRECTIONS - SELECT THE CORRECT ANSWER.

WHEN JED BLACK JOINED MISS BOWDY'S CLASS, WHAT WAS HAPPENING0

3536

- A. THE CHILDREN WERE PREPARING FOR AN EASTER PROGRAM.
- B. THE CHILDREN WERE WORKING HARD ON THEIR MATH AND READING.
- \*C. THE CHILDREN WERE PREPARING FOR A THANKSGIVING PROGRAM.

JED WAS VERY QUIET AND WOULD NOT SPEAK WITH THE OTHER CHILDREN. THE CLASS THOUGHT

3537

- \*A. HE WAS A FOREIGNER AND COULD NOT SPEAK ENGLISH.
- B. HE WAS JUST VERY SHY IN MEETING NEW CHILDREN.
- C. HE DID NOT LIKE THEM AND DID NOT WANT TO BE A PART OF THE CLASS.

WHEN JED HAD NO COSTUME AT THE LAST PRACTICE, JOHNNY SCHMIDT OFFERED TO GET A COSTUME FOR HIM. WHAT DID JOHNNY FIND OUT ABOUT JED0

3538

- A. HE WAS UNFRIENDLY AND WOULD NOT ACCEPT HELP FROM JOHNNY.
- \*B. HE WAS REALLY A FULL-BLOODED INDIAN AND WAS WAITING FOR HIS BROTHER TO SEND A COSTUME.
- C. HE WANTED TO BE IN THE PLAY, BUT DID NOT LIKE THE PART THAT WAS GIVEN HIM AND THEREFORE DID NOT WANT TO COOPERATE WITH THE TEACHER.

WHY DID THE PILGRIMS AND AUDIENCE GASP WHEN THEY SAW JED0

3539

- \*A. THEY SAW JED IN FULL INDIAN DRESS TAKING JOHNNY'S PART AS THE MASSASOIT, THE LEADER OF THE INDIANS.
- B. JED DID NOT HAVE A COSTUME AND HAD COMPLETELY FORGOTTEN HIS LINES.
- C. JED WAS SO SCARED HE STARTED CRYING AND WALKED OFF THE STAGE INSTEAD OF SAYING HIS PART.

WHY DID JOHNNY DECIDE TO GIVE JED HIS PART AS MASSASOIT, THE LEADER OF THE INDIANS0

3540

- A. JED LOOKED LIKE A FOREIGNER, BUT DID NOT REALLY WANT TO BE IN THE PLAY.
- \*B. JED WAS A FULL-BLOODED INDIAN AND LEARNED THE LINES QUICKLY.
- C. JED INSISTED HE HAVE THE PART AND SAID HE WOULD RUIN THE PLAY IF HE DIDN'T GET IT.

WHAT WAS JED'S FULL NAME0

- B. JED BLACK FULL MOON
- \*C. JED BLACK HORSE RUNNING

\*\*\*\*\*

THE STUDENT WILL BE ABLE TO SHOW KNOWLEDGE OF UNFAMILIAR WORDS FROM THE STORY \*AN EXTRA INDIAN\* BY SELECTING THE CORRECT DEFINITION. #40

0377

DIRECTIONS - CHOOSE THE CORRECT DEFINITION FOR EACH OF THE FOLLOWING.

#### FOREIGNER

3542

- \*A. A PERSON WHO COMES FROM ANOTHER COUNTRY
- B. A MEETING OF PEOPLE TO DISCUSS SOME SUBJECT
- C. A PERSON THAT WINS FIRST PLACE IN A CONTEST

#### CUE

3543

- A. EXPLAIN SOMETHING BY USING EXAMPLES, EXPERIMENTS, SHOWING HOW SOMETHING IS DONE
- B. DISCONTENT OR ILL WILL AT ANOTHER'S GOOD FORTUNE BECAUSE ONE WISHES IT HAD BEEN HIS - DISLIKES FOR A PERSON WHO HAS WHAT HE WANTS
- \*C. THE LAST WORDS OF AN ACTOR'S SPEECH IN A PLAY WHICH SERVE AS A SIGNAL FOR ANOTHER ACTOR TO COME ON THE STAGE AND SPEAK

#### RESERVATION

3544

- \*A. LAND SET ASIDE FOR A SPECIFIC PURPOSE
- B. A CONTEST OF SKILL IN ROPING CATTLE, RIDING HORSES, ETC.
- C. A PERSON EMPLOYED TO GUARD A FOREST

#### KHAKI

3545

- A. AN ESKIMO CANOE MADE OF SKINS STRETCHED OVER A FRAME
- \*B. A COLOR OF DUST, FULL YELLOWISH-BROWN
- C. A SMALL ANIMAL SOMEWHAT LIKE A SNAKE, BUT HAVING FOUR LEGS AND A LONG TAIL

\*\*\*\*\*

THE STUDENT WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF THE STORY \*AN EXTRA INDIAN\* BY SELECTING THE CORRECT ANSWER. #50

0378

DIRECTIONS - READ THE FOLLOWING SENTENCE AND CHOOSE THE CORRECT ANSWER TO THE FOLLOWING QUESTIONS.

MISS GOWDY AND HER CLASS WERE NOT HAVING READING, MATH, AND SPELLING CLASS, BUT THEY STILL WERE \*USING\* READING, MATH, AND SPELLING.

HOW HAD MISS GOWDY'S CLASS DONE PLENTY OF READING?

3546

- A. BY READING THE DAILY NEWSPAPER
- \*B. BY LOOKING THINGS UP IN THE LIBRARY ABOUT THE FIRST THANKSGIVING
- C. BY READING COMIC BOOKS ABOUT THANKSGIVING

HOW HAD MISS GOWDY'S CLASS DONE PLENTY OF MATH?

3547

- \*A. BY FIGURING OUT HOW MANY YARDS OF GOODS IT WOULD TAKE FOR THE PILGRIM'S COSTUMES

- B. BY COUNTING THE NUMBER OF PEOPLE WHO ARE GOING TO BE IN THE PLAY
- C. BY COUNTING THE NUMBER OF DAYS UNTIL THE CHILDREN WOULD PRESENT THE PLAY

HOW HAD MISS GOWDY'S CLASS DONE PLENTY OF SPELLINGO

3548

- \*A. BY WRITING A PLAY ABOUT THANKSGIVING
- B. BY PRESENTING A PLAY ABOUT THANKSGIVING
- C. BY TELLING A PLAY ABOUT THANKSGIVING

THERE WERE TWO HEROES IN THIS STORY. WHO WAS THE STAR ON STAGEO

3549

- A. JOHNNY
- \*B. JED
- C. DIANA

WHO WAS THE STAR BEHIND THE SCENESO

3550

- \*A. JOHNNY
- B. JED
- C. DIANA

\*\*\*\*\*

THE STUDENT WILL BE ABLE TO RECALL SPECIFIC FACTS ABOUT THE STORY

0379

\*SOS ADVENTURE\* BY CHOOSING THE CORRECT ANSWERS TO QUESTIONS BASED ON THE STORY. 88

DIRECTIONS - SELECT THE CORRECT ANSWER FOR EACH OF THE FOLLOWING.

WHERE DID PAUL AND DON FISHER GO TO SCHOOLO

3551

- A. ON THE ISLAND
- \*B. ON THE MAINLAND
- C. AT BIG JERRY'S CABIN

HOW DID THE BOYS GET TO SCHOOLO

3552

- A. BY TRAIN
- B. BY CAR
- \*C. BY FERRY

WHY DID THE BOYS HAVE TO STAY WITH BIG JERRYO

3553

- \*A. THEIR PARENTS WERE CALLED AWAY SUDDENLY.
- B. THEIR MOTHER BECAME VERY ILL.
- C. THEY HAD NO HEAT IN THEIR HOME.

WHAT HELPED PAUL AND DON FIND THEIR WAY TO BIG JERRY'S CABIN IN THE SNOW STORMO

3554

- A. THEY FOLLOWED FOOTPRINTS.
- B. THEY FOLLOWED TREES ALONG THE ROAD.
- \*C. THEY FOLLOWED POLES ALONG THE RAILROAD.

WHEN THE BOYS FOUND BIG JERRY LYING ON THE FLOOR INJURED, WHO FIGURED OUT WHAT TO DOO

3555

- \*A. PAUL
- B. DON
- C. BIG JERRY

HOW DID THE BOYS SENT THE SOS MESSAGESO

3556

- A. THEY USED THE TELEPHONE.
- \*B. THEY USED DAD'S STEAM ENGINE.
- C. THEY SENT SMOKE

WHO HEARD THE BOY'S SOS SIGNAL FOR HELPO

- \*A. THE COAST GUARD BOAT
- B. THE PEOPLE ON THE MAINLAND
- C. THE BOYS PARENTS

3557.

WHAT DID THE DOCTOR FIND WRONG WITH BIG JERRYO

- A. A CUT ON HIS HEAD AND A BROKEN ARM
- \*B. A BUMP ON HIS HEAD AND A BROKEN LEG
- C. A SCRATCH ON HIS LEG AND A BROKEN FINGER

3558

\*\*\*\*\*

THE STUDENT WILL BE ABLE TO SHOW KNOWLEDGE OF UNFAMILIAR WORDS FROM THE STORY \*SOS ADVENTURE\* BY SELECTING THE CORRECT DEFINITION. #30

0380

DIRECTIONS - CHOOSE THE CORRECT DEFINITION FOR EACH OF THE FOLLOWING.

DOCK

- A. AN ACCOUNT WRITTEN DOWN EACH DAY OF WHAT HAS HAPPENED TO ONE
- \*B. A PLAYFORM BUILT ON THE SHORE OR OUT FROM THE SHORE
- C. A SWINGING METAL ARM IN A FIREPLACE USED TO HOLD A KETTLE OVER THE FIRE

3559

GAUGE

- \*A. AN INSTRUMENT FOR MEASURING, SUCH AS MEASURING THE PRESSURE OF STEAM
- B. A LARGE PIPE IN THE STREET FROM WHICH FIREMEN DRAW WATER
- C. A COVER OR CAGE OF STRAPS OR WIRES TO PUT OVER AN ANIMAL'S HEAD TO KEEP IT FROM BITING OR EATING

3560

S O S

- A. A PIECE OF METAL
- B. FILLED WITH GREAT FEAR
- \*C. AN URGENT CALL FOR HELP

3561

\*\*\*\*\*

THE STUDENT WILL BE ABLE TO SHOW KNOWLEDGE OF UNFAMILIAR WORDS FROM THE STORY \*BOY WITH A HARPOON\* BY SELECTING THE CORRECT DEFINITION. #70

0381

DIRECTIONS - SELECT THE CORRECT DEFINITION FOR EACH OF THE FOLLOWING.

HARPOON

- A. A LARGE PIPE IN THE STREET FROM WHICH FIREMEN DRAW WATER
- B. A PADDED MAT FOR KNEELING UPON
- \*C. A LONG SPEAR HAVING A LINE ATTACHED FOR STRIKING AND KILLING WHALES

3559

TOP-NOTCH

- A. NOT COMMON
- \*B. BEST POSSIBLE
- C. CAN BE SEEN

3560

KAYAK

- \*A. AN ESKIMO CANOE MADE OF

- FOR A PERSON
- B. ANY LARGE VESSEL CARRYING PASSENGERS OR MERCHANDISE FROM ONE PLACE TO ANOTHER
  - C. A BOAT THAT CAN TRAVEL UNDER THE SURFACE OF THE SEA

SHAFT

3562

- A. SOMETHING THAT COVERS OR PROTECTS FROM WEATHER, DANGER, OR ATTACK
- \*B. A LONG, SLENDER STEM OF AN ARROW OR SPEAR
- C. A NOOSE FOR CATCHING SMALL ANIMALS AND BIRDS

OOGRUG

3563

- \*A. A VERY LARGE BEARDED SEAL
- B. A SMALL FRESH-WATER FISH, USED FOR FOOD
- C. A SMALL MAMMAL THAT CARRIES ITS YOUNG IN A POUCH

PARKA

3564

- A. A MAN'S COAT REACHING ABOUT TO THE KNEES
- \*B. A HEAVY FUR JACKET WITH AN ATTACHED HOOD FOR PROTECTION FROM THE COLD
- C. A LARGE HORN USED TO INCREASE THE SOUND OF THE VOICE

BLUBBER

3565

- \*A. THE FAT OF WHALES AND SOME OTHER SEA ANIMALS
- B. A HAIRY, GRAY ANIMAL THAT DIGS HOLES IN THE GROUND TO LIVE IN
- C. TUBES THAT CARRY BLOOD FROM THE HEART TO ALL PARTS OF THE BODY

\*\*\*\*\*

THE STUDENT WILL BE ABLE TO RECALL SPECIFIC FACTS ABOUT THE STORY  
\*BOY WITH A HARPOON\* BY CHOOSING THE CORRECT ANSWERS TO QUESTIONS  
BASED ON THE STORY. #7#

0382

DIRECTIONS - SELECT THE CORRECT ANSWER.

WHY WAS LITTLE SEAL CALLED FISH AT THE BEGINNING OF THE STORY?

3566

- A. HE WAS A VERY FAST AND GOOD SWIMMER LIKE A FISH.
- \*B. HIS KAYAK TIPPED OVER AND HE HAD TO BE FISHED OUT OF THE WATER.
- C. HE LIKED TO EAT FISH AT EVERY MEAL.

WHY DID FISH CREEP TOWARD THE OOGRUG?

3567

- \*A. HE DID NOT WANT TO BE SEEN BY THE OOGRUG.
- B. HE WANTED THE OOGRUG TO HELP HIM CATCH FISH.
- C. HE WANTED ALL HIS FRIENDS TO SEE THE OOGRUG.

IT WAS VERY IMPORTANT FOR FISH TO

3568

- A. MOVE QUICKLY AND NOISILY.
- B. MAKE SOUNDS LIKE AN OOGRUG.
- \*C. MOVE QUIETLY AND SLOWLY.

WHEN DID FISH HARPOON THE OOGRUG?

3569

- \*A. WHEN THE OOGRUG CAME OUT OF THE WATER ONTO THE ICE
- B. WHEN THE OOGRUG WAS SLEEPING ON THE ICE
- C. WHEN THE OOGRUG WAS IN SWIMMING IN THE WATER

THE LINE.

- B. HE CUT THE SLABS OF ICE SO HE COULD PUT THE OOGRUG ON THEM AFTER HE HARPOONED IT.
- C. HE CUT THE SLABS OF ICE TO TAKE BACK TO THE VILLAGE WITH HIM.

WHY DID FISH LEAVE THE OOGRUG AND GO BACK TO THE VILLAGE?

3571

- A. TO GET SOME EQUIPMENT HE HAD FORGOTTEN TO BRING WITH HIM
- \*B. TO GET SOMEONE TO HELP HIM CARRY THE SEAL
- C. TO GET BACK TO THE VILLAGE BEFORE DARK

FISH'S PARENTS

3572

- A. SAID THEY WERE VERY UNHAPPY WITH HIS ACTIONS.
- B. DID NOT COME TO THE BEACH TO SEE HIS CATCH.
- \*C. WERE VERY PROUD OF HIM BUT SAID NOTHING.

\*\*\*\*\*

THE STUDENT WILL BE ABLE TO COMPREHEND THE MEANING OF PHRASES  
TAKEN FROM \*BOY WITH A HARPOON\* BY SELECTING THE CORRECT MEANING  
OF EACH PHRASE. — 340

0383

DIRECTIONS - SELECT THE CORRECT MEANING FOR EACH PHRASE.

LIVE IT DOWN

3573

- A. TO LIVE VERY POORLY
- \*B. WIPE OUT THE SHAME OF
- C. TO DO AS ONE PLEASES

USED HIS WITS

3574

- \*A. USED HIS SKILL AND INTELLIGENCE
- B. MADE WILD GUESSES
- C. USED HIS EQUIPMENT

EVERYTHING WAS IN GOOD SHAPE

3575

- A. THE EQUIPMENT WAS SHAPED CORRECTLY
- \*B. EVERYTHING WAS READY AND IN GOOD CONDITION
- C. THE SEAL WAS SHAPED CORRECTLY

NOW YOU CAN SLEEP ON THE ICE

3576

- A. FISH WAS READY TO SLEEP ALL NIGHT ON THE ICE.
- \*B. LITTLE SEAL HAD EARNED THE RIGHT TO GO ON WHALE HUNTS.
- C. THE OOGRUG WOULD BE LEFT ON THE ICE THE FIRST NIGHT.

\*\*\*\*\*

\*\*\*\*\*

#### MECHANICS

(EVEN A LIST OF WORDS THE STUDENT WILL DEMONSTRATE A KNOWLEDGE  
OF ALPHABETICAL-ORDER BY INDICATING THE CORRECT ALPHABETICAL  
ORDER OF THOSE WORDS. 300

0005

A. BURN



- A. RULL
- C. BURY
- D. BURIED
- F. BUSY

WHICH ONE WOULD COME FIRSTO \*B

2100037

WHICH ONE WOULD COME SECONDO \*D

2100038

WHICH WOULD COME THIRDO \*A

2100039

WHICH ONE WOULD COME FOURTHO \*C

2100040

WHICH ONE WOULD COME FIFTHO \*E

2100041

- A. SUN
- B. NOTHING
- C. TURN
- D. USEFUL
- E. CARD

6

WHICH ONE WOULD COME FIRSTO \*E

2100042

WHICH ONE WOULD COME SECONDO \*B

2100043

WHICH WOULD COME THIRDO \*A

2100044

WHICH ONE WOULD COME FOURTHO \*C

2100045

WHICH ONE WOULD COME FIFTHO \*D

2100046

- A. FUN
- B. FUND
- C. FUNNIER
- D. FUNNEL
- F. FUNNY

7

WHICH ONE WOULD COME FIRSTO \*A

2100047

WHICH ONE WOULD COME SECONDO \*B

2100048

WHICH WOULD COME THIRDO \*D

2100049

WHICH ONE WOULD COME FOURTHO \*C

2100050

WHICH ONE WOULD COME FIFTHO \*E

2100051

- A. AD
- B. ADDITION
- C. A
- D. ADD
- F. ADDEND

8

WHICH ONE WOULD COME FIRSTO \*C

2100052

WHICH ONE WOULD COME SECONDO \*A

2100053

WHICH WOULD COME THIRDO \*D

2100054

WHICH ONE WOULD COME FOURTHO

WHICH ONE WOULD COME FIFTHO \*B

2100056

- A. MUSS
- B. MUSIC
- C. MUTE
- D. MULE
- E. MULETRAIN

9

WHICH ONE WOULD COME FIRSTO \*D

2100057

WHICH ONE WOULD COME SECONDO \*F

2100058

WHICH WOULD COME THIRDO \*B

2100059

WHICH ONE WOULD COME FOURTHO \*A

2100060

WHICH ONE WOULD COME FIFTHO \*C

2100061

- A. BACK
- B. DINNER
- C. USEFUL
- D. VEGETABLE
- E. POT

10

WHICH ONE WOULD COME FIRSTO \*A

2100062

WHICH ONE WOULD COME SECONDO \*B

2100063

WHICH WOULD COME THIRDO \*F

2100064

WHICH ONE WOULD COME FOURTHO \*C

2100065

WHICH ONE WOULD COME FIFTHO \*D

2100066

\*\*\*\*\*

THE STUDENT CAN DISTINGUISH A DIRECT QUOTATION FROM AN INDIRECT QUOTATION BY IDENTIFYING INDIRECT QUOTATIONS. %50

0061

DIRECTIONS - CHOOSE THE LETTER OF THE PHRASE THAT SHOULD \*NOT\* HAVE QUOTATION MARKS.

0051

- \*A. BILL SAID THAT HIS DOG WAS SICK.
- B. MY DOG SAID BILL IS SICK.
- C. MY DOG IS SICK SAID BILL.
- D. BILL SAID MY DOG IS SICK.

2100636

2100636

2100636

2100636

- A. I WONDER THOUGHT THE TEACHER IF THE TEST WAS EASY.
- \*B. THE TEACHER WONDERED IF THE TEST WAS EASY.
- C. WAS THE TEST EASY THE TEACHER WONDERED.
- D. I WONDERED WAS THE TEST EASY.

2100637

2100637

2100637

2100637

- \*A. THE WEATHERMAN ANNOUNCED TOMORROWS WEATHER AND HE SAID THAT IT WOULD BE COLD.
- B. IN ANNOUNCING TOMORROWS WEATHER THE WEATHERMAN SAID IT WILL BE COLD.
- C. IT WILL BE COLD TOMORROW ANNOUNCED THE WEATHERMAN.
- D. THE WEATHERMAN ANNOUNCED IT WILL BE COLD TOMORROW.

2100638

2100638

2100638

2100638

2100638

2100638

- A. DANNY ANSWERED YES I WILL GO.

- B. DANNYS ANSWER WAS YES I WILL GO. 2100639  
 C. YES ANSWERED DANNY I WILL GO. 2100639  
 \*D. DANNY ANSWERED THAT HE WOULD GO. 2100639
- A. DO YOU KNOW THE ANSWER FOR THE QUESTION THAT I ASKED 2100640  
 B. I WAS ASKING DO YOU KNOW THE ANSWER. 2100640  
 \*C. I ASKED HIM TO TELL ME THE ANSWER.  
 D. I ASKED DO YOU KNOW THE ANSWER. 2100640

\*\*\*\*\*

THE STUDENT CAN RECOGNIZE COMMONLY USED ABBREVIATIONS BY  
 MATCHING THE CORRECT ABBREVIATION WITH A GIVEN WORD. %14 0060

DIRECTIONS - MATCH EACH WORD WITH ITS ABBREVIATION. 0050

- MISTER  
 A. MIS. 2100621  
 \*B. MR. 2100621  
 C. MRS. 2100621  
 D. MT. 2100621

- STREET  
 A. STR. 2100622  
 B. STE. 2100622  
 \*C. ST. 2100622  
 D. STRT. 2100622

- SENIOR  
 A. SFN. 2100623  
 B. SOR. 2100623  
 \*C. SR. 2100623  
 D. SER. 2100623  
 E. SN. 2100623

- AVENUE  
 \*A. AVF. 2100624  
 B. AV. 2100624  
 C. AVEN. 2100624  
 D. ANE. 2100624

- COMPANY  
 A. COM. 2100625  
 \*B. CO. 2100625  
 C. COMP. 2100625  
 D. DOMPY. 2100625

- RAILROAD  
 \*A. R. R. 2100626  
 B. RD. 2100626  
 C. RLD. 2100626  
 D. RRD. 2100626

- JUNIOR  
 A. JUNR. 2100627  
 B. JR. 2100627  
 C. JNR. 2100627  
 D. JUN. 2100627

- A. DRV.
- B. DE.
- C. DVE.
- \*D. DR.

2100628  
2100628  
2100628  
2100628

( MILES PER HOUR

- A. M. P. HR.
- \*B. M. P. H.
- C. MI. P. HR.
- D. MI. PH.

2100629  
2100629  
2100629  
2100629  
2100629

OUNCE

- A. OU.
- \*B. OZ.
- C. ON.
- D. OC.

2100630  
2100630  
2100630  
2100630  
2100630

ILLINOIS

- A. IL.
- B. ILLS.
- \*C. ILL.
- D. ILLN.

2100631  
2100631  
2100631  
2100631  
2100631

SAINT LOUIS

- A. ST. LOU.
- B. ST. LS.
- C. S. L.
- \*D. ST. LOUIS

2100632  
2100632  
2100632  
2100632  
2100632

SEPTEMBER

- \*A. SEPT.
- B. SFP.
- C. SPT.
- D. SPTM.

2100633  
2100633  
2100633  
2100633  
2100633

WEDNESDAY

- A. WEN.
- B. WES.
- \*C. WED.
- D. WEDN.

2100634  
2100634  
2100634  
2100634  
2100634

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE KNOWLEDGE OF PROPER USAGE OF CAPITALIZATION IN WRITING TITLES BY IDENTIFYING INCORRECTLY CAPITALIZED TITLES. %17

0109

WHICH TITLE IS CORRECTLY CAPITALIZED?

NOTE - \* IN FRONT OF ANY WORD DENOTES FIRST LETTER IS A CAPITAL.

99

0099

- \*A. \*THE \*MILKMAID AND \*HER \*COW
- B. THE \*LAST OF THE \*MOHICANS
- C. \*HOME ON THE RANGE
- D. \*A WRINKLE IN \* TIME

897

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE RULES OF CAPITALIZATION BY INDICATING HOW MANY WORDS IN EACH

0115

SHOULD BE CAPITALIZED. %17

CHOOSE THE CORRECT \*NUMBER\* OF WORDS IN THE FOLLOWING SENTENCES THAT SHOULD BE CAPITALIZED.

0104

I SAW NANCY IN CHICAGO, ILLINOIS, IN JUNE.

1151

- A. 3
- B. 4
- \*C. 5
- D. 6

BILL READ THE BOOK BLACK BEAUTY WHEN HE WAS AT LONGFELLOW SCHOOL.

1152

- A. 6
- \*B. 5
- C. 7
- D. 4

MR. AND MRS. SCOTT T. HARPER LIVED AT 603 OAK AVENUE.

1153

- A. 5
- \*B. 7
- C. 6
- D. 4

THE COLORADO RIVER HAS ITS SOURCE IN THE ROCKY MOUNTAINS.

1154

- \*A. 5
- B. 7
- C. 6
- D. 4

I VISITED ROME, ITALY, LAST JUNE, JULY, AND AUGUST.

1155

- A. 5
- B. 7
- C. 4
- \*D. 6

START YOUR LETTER WITH DEAR SIR AND END IT WITH YOURS TRULY.

1156

- A. 5
- B. 3
- \*C. 4
- D. 6

JANE SPENT SPRING AND SUMMER WITH AUNT ALICE.

1157

- \*A. 3
- B. 5
- C. 4
- D. 6

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF CAPITALIZATION RULES BY CHOOSING THE SITUATION THAT DOES \*NOT\* REQUIRE THE USE OF CAPITAL LETTERS. %4

0185

SELECT FROM THE SITUATIONS BELOW THE ONE THAT WOULD \*NOT\* REQUIRE A CAPITAL LETTER.

0191

- A. THE FIRST WORD OF A SENTENCE

2101874

- \*D. THE WORDS A, AN, AND THE IN THE MIDDLE OF A BOOK TITLE. 2101873
- A. THE FIRST WORD IN A LINE OF POETRY 2101875
- \*B. THE WORD ME 2101875
- C. THE WORD I
- D. THE FIRST WORD OF A SPEAKER IN WRITTEN CONVERSATION. 2101875
- \*A. ALL THE WORDS IN A TITLE 2101876
- B. ALL THE NAMES OF TOWNS 2101876
- C. ALL THE NAMES OF LAKES 2101876
- D. ALL THE NAMES OF COUNTRIES 2101876
- A. TITLES OF PEOPLE 2101877
- B. MOTHER OR FATHER WHEN USED AS NAMES 2101877
- \*C. DOG OR CAT WHEN TALKING ABOUT YOUR PET 2101877
- D. THE NAMES OF STATES 2101877

\*\*\*\*\*

THE STUDENT WILL APPLY HIS COMPREHENSION OF CAPITALS AND COMMAS IN THE GREETING OF A LETTER BY SELECTING THE PLACEMENT OF CAPITALS AND COMMAS. 320 0278

- FOR EACH ITEM WRITE 292
- A. IF THE GREETING REQUIRES A COMMA.
- B. IF THE GREETING REQUIRES A CAPITAL LETTER.
- C. IF THE GREETING SHOULD HAVE SOMETHING REMOVED.
- D. IF NO CORRECTION IS NEEDED.

\$ DENOTES THE FIRST LETTER IS A CAPITAL OF THAT WORD.

- \$DEAR \$GRANDMOTHER, \*D 2102870
- \$DEAR AUNT \$SUE, \*B 2102871
- \$DEAR \$AUNT \$SUE \$AND \$UNCLE \$FRED, \*C 2102872
- \$DEAR SIR, \*B 2102873
- \$DEAR \$MOM AND \$DAD, \*D 2102874
- \$DEAR \$CAROLYN \$DAN AND \$JOHN, \*A 2102875
- \$DEAR \$MATTTEL TOY COMPANY, \*B 2102876
- \$DEAR \$GRANDMA AND \$GRANDPA, \*D 2102877

FOR EACH ITEM SELECT THE CORRECTION NEEDED IF NECESSARY. 0293

- \$DEAR \$SANTA CLAUS, 2102878
- A. , 2102878
- \*B. CAPITAL LETTER 2102878
- C. , 2102878
- \$DEAR \$MR. POLICEMAN, 2102879
- A. , 2102879
- B. , 2102879
- \*C. CAPITAL LETTER 2102879
- \$DEAR \$MR. \$PRESIDENT 2102879



A. NO CORRECTION NEEDED	2102880
B. .	2102880
*C. .	2102880
D. CAPITAL LETTER	2102880
 \$DEAR PRESIDENT SNIXON,	 2102881
*A. CAPITAL LETTER	2102881
B. NO CORRECTION NEEDED	2102881
C. .	2102881
D. .	2102881
 \$DEAR SMR. AND SMRS. SJONES,	 2102882
A. .	2102882
B. .	2102882
C. CAPITAL LETTER	2102882
*D. NO CORRECTION NEEDED	2102882
 \$DEAR SPRESIDENT AND SMRS. SNIXON	 2102883
A. .	2102883
B. CAPITAL LETTER	2102883
*C. .	2102883
D. NO CORRECTION NEEDED	2102883
 \$DEAR \$VICE-\$PRESIDENT \$AGNEW,	 2102884
A. NO CORRECTION NEEDED	2102884
B. CAPITAL LETTER	2102884
C. .	2102884
*D. .	2102884
 \$DEAR SERNIE SRANKS,	 2102885
A. CAPITAL LETTER	2102885
B. .	2102885
C. .	2102885
*D. NO CORRECTION NEEDED	2102885
 \$DEAR \$JANE AND \$MOM AND \$DAD	 2102886
A. NO CORRECTION NEEDED	2102886
*B. .	2102886
C. .	2102886
*D. CAPITAL LETTER	2102886
 \$DEAR GRANDMA AND GRANDPA,	 2102887
A. .	2102887
*B. CAPITAL LETTER	2102887
C. .	2102887
D. NO CORRECTION NEEDED	2102887
 \$DEAR SAUNT \$JANE,	 2102888
*A. NO CHANGE NEEDED	2102888
B. COMMA NEEDED	2102888
C. CAPITAL NEEDED	2102888
 \$DEAR PRESIDENT SNIXON,	 2102889
A. NO CHANGE NEEDED	2102889
B. COMMA NEEDED	2102889
*C. CAPITAL NEEDED	2102889
 \$DEAR \$GRANDMA AND \$GRANDPA	 2102890
A. CAPITAL NEEDED	2102890
*B. COMMA NEEDED	2102890

\$DEAR AJUNT \$DIANA,  
 A. NO CHANGE NEEDED  
 H. COMMA NEEDED  
 \*C. CAPITAL NEEDED

2102891  
 2102891  
 2102891  
 2102891

FOR EACH ITEM INDICATE IF THE GREETING IS CORRECT OR INCORRECT.

0294

\$DEAR \$FRIEND  
 A. RIGHT  
 \*B. WRONG

2102892  
 2102892  
 2102892

\$DEAR \$AUNT \$JANE AND \$UNCLE \$FRED  
 A. RIGHT  
 \*B. WRONG

2102893  
 2102893  
 2102893

\$DEAR \$PRESIDENT \$NIXON,  
 \*A. RIGHT  
 B. WRONG

2102894  
 2102894  
 2102894

\$DEAR VICE-\$PRESIDENT \$AGNEW,  
 A. RIGHT  
 \*B. WRONG

2102895  
 2102895  
 2102895

\$DEAR \$SUE AND \$JOHN,  
 \*A. RIGHT  
 B. WRONG

2102896  
 2102896  
 2102896

\$DEAR UNCLE \$FRED  
 A. RIGHT  
 \*B. WRONG

2102897  
 2102897  
 2102897

\$DEAR MOM \$AND DAD,  
 A. RIGHT  
 \*B. WRONG

2102898  
 2102898  
 2102898

\$DEAR \$GRANDMOTHER \$AND \$GRANDFATHER  
 A. RIGHT  
 \*B. WRONG

2102899  
 2102899  
 2102899

\$DEAR \$MR. AND \$MRS. GREEN,  
 \*A. RIGHT  
 B. WRONG

2102900  
 2102900  
 2102900

\$DEAR \$MR. FIREMAN,  
 A. RIGHT  
 \*B. WRONG

2102901  
 2102901  
 2102901

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF THE USE OF THE COMMA AND THE COLON BY INDICATING THE CORRECT WAY TO PUNCTUATE THE GREETING OF ANY BUSINESS OR FRIENDLY LETTER. 55

0209

DIRECTIONS

221

IF YOU WERE TO WRITE A LETTER TO ONE OF THE FOLLOWING, HOW WOULD YOU PUNCTUATE THE GREETING IN THE SPACE PROVIDED CHOOSE  
 A. IF YOU WOULD USE A COMMA.  
 B. IF YOU WOULD USE A COLON.

A LETTER TO GET TICKETS FOR BOZO	*B	2102038
A THANK YOU LETTER TO THE PRINCIPAL	*A	2102039
A LETTER TO THE MANUFACTURER OF A DEFECTIVE TOY	*B	2102040
A LETTER TO YOUR CAMP COUNSELOR	*A	2102041
A LETTER OF COMPLAINT TO A TV STATION	*B	2102042

\*\*\*\*\*

THE STUDENT WILL RECOGNIZE THE USE OF THE COMMA IN THE CLOSING OF A LETTER BY SELECTING THE CORRECT CLOSING FROM SEVERAL EXAMPLES. #270

DIRECTIONS  
CHOOSE THE LETTER CLOSINGS IN WHICH COMMAS ARE CORRECTLY USED. 282

- A. CORRECT
- B. INCORRECT

LOVE	*B	2102737
LOVINGLY,	*A	2102738
YOUR, FRIEND	*B	2102739
YOUR, FRIEND,	*B	2102740
VERY TRULY YOURS,	*A	2102741
SINCERELY	*B	2102742
SINCERELY, YOURS	*B	2102743
YOURS SINCERELY,	*A	2102744
LOVE,	*A	2102745
YOURS, SINCERELY,	*B	2102746
VERY TRULY, YOURS	*B	2102747
YOUR, COUSIN	*B	2102748
YOUR FRIEND,	*A	2102749
VERY SINCERELY YOURS,	*B	2102750
YOURS VERY TRULY,	*A	2102751
VERY TRULY, YOURS	*B	2102752
SINCERELY,	*A	2102753
YOURS, TRULY	*B	2102754
YOUR, FRIEND,	*B	2102755

RESPECTFULLY, YOURS,	*B	2102758
SINCERELY, YOURS	*B	2102759
VERY TRULY YOURS	*B	2102760
YOUR FRIEND,	*A	2102761
YOUR FAITHFUL, FRIEND,	*B	2102762
YOUR LOVING DAUGHTER,	*A	2102763

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF THE CORRECT USE OF A PERIOD, EXCLAMATION MARK AND QUESTION MARK BY CHOOSING THE CORRECT PUNCTUATION FOR GIVEN SENTENCES. \*150 0156

DIRECTIONS  
FOR EACH ITEM SELECT THE LETTER TO DESIGNATE THE CORRECT PUNCTUATION. 160  
A. PERIOD  
B. EXCLAMATION MARK  
C. QUESTION MARK

DID YOU ENJOY THE PROGRAM LAST NIGHT	*C	2101591
RUNNING DOWN THE STREET, JOHN FELL AND SCRAPED HIS KNEE	*A	2101592
LOOK, THE BARN IS ON FIRE	*B	2101593
HEAVENS, THE ROOF IS CAVING IN	*B	2101594
WILL YOU PUT LOGS ON THE FIRE	*C	2101595
HARRY, TOM AND BILL WERE CHOSEN FOR THE LEAD PARTS	*A	2101596
THE CRUISE WILL LAST THREE WEEKS	*A	2101597
ARE YOU COMING TO THE PICNIC	*C	2101598
THE AMUSEMENT PARK OPENED LAST WEEK	*A	2101973
HAVE YOU RIDDEN ON THE NEW ROLLER COASTER	*C	2101974
WHAT A RIDE THAT IS	*B	2101975
MY BROTHER SHOUTED, HANG ON TO YOUR HAT	*B	2101976
DO YOU HAVE A FAVORITE RIDE	*C	2101977
I LIKE THE FERRIS WHEEL, TOO	*A	2101978
MY, WHAT A VIEW FROM THE TOP	*B	2101979

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF APOSTROPHE USAGE BY 0189

SELECTING THE CORRECT RULES THAT APPLY TO ITS USE FROM A LIST OF RULES. #2

SELECT THE SITUATION BELOW THAT WOULD REQUIRE THE USE OF THE APOSTROPHE.

2101921  
2101921  
2101921  
2101921  
2101921  
2101921

- A. AFTER THE GREETING IN A BUSINESS LETTER
- B. TO SEPARATE WORDS OR GROUPS OF WORDS IN A SERIES
- \*C. IN A CONTRACTION
- D. BETWEEN A NAME AND AN ABBREVIATION

SELECT THE SITUATION BELOW THAT WOULD REQUIRE THE USE OF THE APOSTROPHE.

2101922  
2101922  
2101922  
2101922  
2101922  
2101922

- A. TO SHOW THE EXACT WORDS OF A SPEAKER
- \*B. TO SHOW THE POSSESSIVE FORM OF A NOUN
- C. AFTER AN INITIAL
- D. BETWEEN THE DAY AND YEAR IN A DATE

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF THE USE OF COLONS BY CORRECTLY USING COLONS IN SPECIFIC EXAMPLES, IDENTIFYING CORRECTLY THE INSTANCES #RULES# WHEN COLONS MUST BE USED. #3

0264

WHICH ITEM REQUIRES A COLON?

2102626  
2102626  
2102626  
2102626  
2102626

- \*A. DEAR SIR
- B. DEAR SUSIE
- C. YOURS TRULY
- D. A AND B

A COLON MUST BE USED AFTER THE

2102627  
2102627  
2102627  
2102627  
2102627

- A. GREETING OF A FRIENDLY LETTER
- \*B. GREETING OF A BUSINESS LETTER
- C. CLOSING OF A BUSINESS LETTER
- D. B AND C

A COLON MUST BE USED

2102628  
2102628  
2102628  
2102628  
2102628

- \*A. IN A LONG LISTING OF RULES OR FACTS
- B. TO CONNECT TWO OR MORE WORDS IN A SINGLE EXPRESSION
- C. AFTER WORDS IN A SERIES
- D. ALL OF THE ABOVE

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF COMMA USAGE BY INDICATING WHETHER A GIVEN SITUATION DOES OR DOES \*NOT\* REQUIRE A COMMA. #15

0187

FROM THE LIST BELOW DECIDE WHETHER EACH SITUATION NEEDS A COMMA OR NOT. THEN SELECT THE CORRECT ANSWER BELOW.

0193

- A. SITUATION MUST HAVE A COMMA
- B. SITUATION DOES \*NOT\* NEED A COMMA

AFTER AN INITIAL \*B

2101881

AFTER THE GREETING IN A FRIENDLY LETTER \*A

2101882

BETWEEN THE NAME OF A TOWN OR CITY AND A STATE \*A

2101883

AFTER A STATEMENT

AFTER THE CLOSING OF A LETTER *A	2101885
TO SEPARATE WORDS, OR GROUPS OF WORDS IN A SERIES *A	2101886
IN A CONTRACTION *B	2101887
IN THE POSSESSIVE FORM OF A NOUN *B	2101888
AFTER *YES* OR *NO* AT THE BEGINNING OF A SENTENCE *A	2101889
AFTER AN ABBREVIATION *B	2101890
BETWEEN A NAME AND AN ABBREVIATION *A	2101891
BETWEEN THE DAY AND THE YEAR IN A DATE *A	2101893
AFTER A LAST NAME WRITTEN BEFORE A FIRST NAME *A	2101894
TO SET OFF EXPLANATORY WORDS IN WRITTEN CONVERSATION *A	2101895
BETWEEN THE BOOK TITLE AND THE PAGE NUMERALS IN WRITING NOTES *A	2101896

\*\*\*\*\*

THE STUDENT WILL APPLY HIS KNOWLEDGE OF COMMA USAGE BY INDICATING CORRECT OR INCORRECT USE OF THE COMMA IN THE LETTER BELOW. %24 0188

READ THE LETTER BELOW. DECIDE WHETHER THE NUMBERED COMMAS ARE CORRECT OR INCORRECT. SELECT THE \*ONE BEST\* ANSWER FROM THE CHOICES BELOW. 0194

- A. THE COMMA IS USED CORRECTLY.
  - B. THE COMMA IS USED \*INCORRECTLY\*. AN APOSTROPHE SHOULD BE USED INSTEAD.
  - C. THE COMMA IS USED \*INCORRECTLY\*. A PERIOD SHOULD BE USED INSTEAD.
  - D. THE COMMA IS USED \*INCORRECTLY\*. NO PUNCTUATION IS NEEDED.
- THE NUMBER BEHIND EACH COMMA USED WILL INDICATE COMMA IN QUESTION.

NOVEMBER 7, %1 1968

DEAR ANN, %2

I, M %3 SORRY TO BE SO SLOW IN ANSWERING YOUR LETTER, %4  
 WE HAVE BEEN ON OUR VACATION TO WASHINGTON, %5 D. C. %6 AND TO  
 NEW YORK, %7 CITY. WE SAW THE EMPIRE STATE BUILDING, %8 THE  
 UNITED NATIONS BUILDING, %9 AND THE STATUE OF LIBERTY. %10  
 YES, %11 IT WAS EXCITING

IN WASHINGTON, %12 D. C. %13 WE SAW OUR SENATOR A. J. %14  
 BROWN, %15 JR. HE EVEN SPOKE TO US. HE SAID, %16 COME TO THE  
 CAPITAL BUILDING TOMORROW AND I, LL %17 SHOW YOU AROUND. %18 OF



COURSE, WE WENT. WE HAD A GREAT, %19▯ TIME. WE SAW HIS OFFICE  
MARKED BROWN, %20▯ A, J., %21▯

PLEASE WRITE, %22▯ SOON. I.M %23▯ ANXIOUS TO HEAR FROM YOU.

YOUR FRIEND, %24▯

MARY

READ THE SENTENCES BELOW. DECIDE WHICH TYPE OF SENTENCE EACH ONE

COMMA 1 *A	0197
COMMA 2 *A	2101897
COMMA 3 *B	2101898
COMMA 4 *C	2101899
COMMA 5 *A	2101900
COMMA 6 *C	2101901
COMMA 7 *D	2101902
COMMA 8 *A	2101903
COMMA 9 *A	2101904
COMMA 10 *C	2101905
COMMA 11 *A	2101906
COMMA 12 *A	2101907
COMMA 13 *C	2101908
COMMA 14 *C	2101909
COMMA 15 *A	2101910
COMMA 16 *A	2101911
COMMA 17 *B	2101912
COMMA 18 *C	2101913
COMMA 19 *D	2101914
COMMA 20 *A	2101915
COMMA 21 *C	2101916
COMMA 22 *D	2101917
COMMA 23 *B	2101918
COMMA 24 *A	2101919
	2101920

THE STUDENT CAN DEMONSTRATE A KNOWLEDGE OF THE USE OF THE COMMA BY CHOOSING THE CORRECT SEPARATION OF THE DAY, MONTH, AND YEAR. %20

0201

ONLY \*ONE\* OF THE FOLLOWING DATES HAS USED THE COMMA CORRECTLY. PUT THE CORRECT LETTER IN THE SPACE PROVIDED.

0216

- A. MONDAY, MAY 5 1969
- B. MONDAY MAY 5, 1969
- \*C. MONDAY, MAY 5, 1969
- D. MONDAY, MAY, 5, 1969

2102026  
2102027  
2102028  
2102029

- \*A. MONDAY AND TUESDAY, OCTOBER 15 AND 16, 1969
- B. MONDAY, AND TUESDAY, OCTOBER 15 AND 16 1969
- C. MONDAY AND TUESDAY, OCTOBER 15, AND 16, 1969
- D. MONDAY AND TUESDAY OCTOBER 15 AND 16, 1969

2102029  
2102029  
2102029  
2102029

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE COMPREHENSION OF THE USE OF THE COMMA BY CHOOSING THE CORRECT SETTING OFF OF THE DIRECT ADDRESS FROM THE REST OF THE SENTENCE WITH THE COMMA. %20

0201

DIRECTIONS - THE FOLLOWING IS AN EXAMPLE OF DIRECT ADDRESS. THIS SENTENCE NEEDS TO BE PUNCTUATED. WHICH OF THE FOLLOWING SENTENCES SHOWS THE CORRECT USE OF THE COMMA? CHOOSE THE CORRECT LETTER.

0213

JOHN, CAN YOU COME TO THE BEACH WITH US?

2102032  
2102032  
2102032  
2102032

- A. JOHN CAN YOU COME TO THE BEACH, WITH US?
- B. JOHN, CAN YOU, COME TO THE BEACH WITH US?
- \*C. JOHN, CAN YOU COME TO THE BEACH WITH US?

IS MARY HOME JANE?

2102033  
2102033  
2102033  
2102033

- A. IS MARY, HOME JANE?
- \*B. IS MARY HOME, JANE?
- C. IS MARY, HOME, JANE?

\*\*\*\*\*

THE STUDENT CAN DEMONSTRATE COMPREHENSION OF THE USE OF THE COMMA BY CHOOSING THE CORRECT WAY TO SET OFF A PARENTHETICAL EXPRESSION FROM THE REST OF THE SENTENCE. %20

0207

CHOOSE THE LETTER OF THE ITEM THAT CORRECTLY SETS OFF THE PARENTHETICAL EXPRESSION FROM THE REST OF THE SENTENCE.

0219

- A. JOHN, THE BOY NEXT DOOR IS A BOY SCOUT.
- B. JOHN THE BOY NEXT DOOR, IS A BOY SCOUT.
- \*C. JOHN, THE BOY NEXT DOOR, IS A BOY SCOUT.
- D. NONE OF THE ABOVE IS CORRECT.

2102034  
2102034  
2102034  
2102034

- A. MARY, WHO IS FROM CHICAGO IS MY COUSIN.
- B. MARY WHO IS FROM, CHICAGO, IS MY COUSIN.
- C. MARY, WHO, IS FROM CHICAGO IS MY COUSIN.
- \*D. NONE OF THE ABOVE IS CORRECT.

2102035  
2102035  
2102035  
2102035

\*\*\*\*\*

THE STUDENT CAN DEMONSTRATE UNDERSTANDING OF COMPLEX SENTENCES  
BY SEPARATING THE DEPENDENT CLAUSE FROM THE INDEPENDENT CLAUSE. %20 0208

CHOOSE THE SENTENCE THAT HAS THE \*DEPENDENT CLAUSE\* IN  
PARENTHESES. 0220

- A. WHEN MARY CAME HOME, %SHE FOUND SALLY WAITING. 2102036  
B. WHEN %MARY CAME HOME, SHE FOUND SALLY% WAITING. 2102036  
\*C. %WHEN MARY CAME HOME, SHE FOUND SALLY WAITING. 2102036  
D. NONE OF THE ABOVE IS CORRECT. 2102036

- A. %THE STORE WAS CLOSED% AFTER THE STORM. 2102037  
\*B. THE STORE WAS CLOSED %AFTER THE STORM%. 2102037  
C. THE STORE %WAS CLOSED% AFTER THE STORM. 2102037  
D. NONE OF THE ABOVE IS CORRECT. 2102037

\*\*\*\*\*

THE STUDENT WILL APPLY HIS COMPREHENSION OF THE USE OF THE COMMA  
IN A SERIES BY SELECTING PROPER COMMA USAGE. %180 0279

CHOOSE 295

- A. IF A COMMA IS NEEDED.  
B. IF NO COMMA IS NEEDED.

AT THE STORE WE BOUGHT SEVERAL KINDS OF FRUIT APPLES, ORANGES  
AND PEARS. \*B 2102902  
2102902

ATTENDING THE FAIR WAS LOTS OF FUN. FOR WE RODE THE FERRIS WHEEL,  
THE MERRY GO-ROUND THE SLIDE AND THE CHUTES. \*A 2102903  
2102903

SHE ASKED EACH ONE TO TAKE A RED, BLUE, YELLOW, ORANGE GREEN AND  
BROWN CRAYON. \*A 2102904  
2102904

WE DROVE AROUND LAKES MICHIGAN AND SUPERIOR. \*B 2102905

THEY HAVE 5 CHILDREN JOHN, SUE, ELLEN, GWENN, AND TERRY. \*B 2102906

ON MONDAY, TUESDAY AND THURSDAY WE HAD THUNDER-SHOWERS. \*B 2102907

THE CLASS WROTE LETTERS TO SANTA ASKING HIM TO BRING TOYS AND  
CANDY. \*B 2102908  
2102908

HER DRESS HAD FLOWERS OF BLUE YELLOW GREEN PINK RED ORANGE AND  
WHITE. \*A 2102909  
2102909

DEAR SUE GARY GAYLE AND IRV, \*A 2102910

IN SCIENCE WE TALKED ABOUT PROTEINS, MINERALS, FATS AND  
CARBOHYDRATES AS WELL AS VITAMINS ENERGY AND VIGOR. \*A 2102911  
2102911

IN EACH OF THE FOLLOWING SENTENCES CHOOSE IF 0296

- A. COMMA%N NEEDED.  
B. P%RIOD%N NEEDED.  
C. NOTHING NEEDED.

HE CIRCUS CLOWN HAD BALLOONS OF RED YELLOW ORANGE AND BLUE. \*A 2102912

THE CONVENTION WILL BE HELD IN VARIOUS CITIES - NEW YORK, BOSTON, CHICAGO, MILWAUKEE AND ST. LOUIS. \*C

2102913  
2102913

I ADDRESSED MY LETTER TO THE HAPPINESS TOY COMPANY, 2936 CENTRAL AVE., NEW YORK NEW YORK. \*A

2102914  
2102914

SHE VISITED SAN FRANCISCO CALIFORNIA, PORTLAND OREGON, SEATTLE WASHINGTON AND FARGO NORTH DAKOTA. \*A

2102915  
2102915

THE POLICEMAN SAID HE RAN A STOP SIGN, WENT TOO FAST FOR CONDITIONS AND DID NOT HEED THE WARNING SIGNAL. \*A

2102916  
2102916

IN THIS GAME WE WILL SIT DOWN STAND UP ON OUR TOES SQUAT AND STAND UP. \*A

2102917  
2102917

DEAR DOROTHY DIANA AND DAN, \*A

2102918

SINCERELY YOURS,

2102919  
2102919

KAY, ERNIE, SCOTT AND WAYNE \*C

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE AN ABILITY TO USE THE EXCLAMATION MARK BY CORRECTLY USING EXCLAMATION MARKS IN SPECIFIC EXAMPLES AND IDENTIFYING CORRECTLY THE INSTANCES \*RULES WHEN EXCLAMATION MARKS MUST BE USED. \*\$ MEANS EXCLAMATION MARK. \*7n

0250

WHICH OF THE FOLLOWING SENTENCES REQUIRE AN EXCLAMATION MARK AS END PUNCTUATION

2102420  
2102420  
2102420  
2102420  
2102420  
2102420

- A. MAY I COME ALONG
- B. THE GRASS IS GREEN
- \*C. STOP TALKING AT ONCE
- D. NONE OF THE ABOVE

IN WHICH OF THE FOLLOWING INSTANCES IS AN EXCLAMATION MARK USED CORRECTLY

2102421  
2102421  
2102421  
2102421  
2102421  
2102421

- A. WILL YOU COME WITH ME\$
- B. HE QUIETLY REPEATED THE INSTRUCTION\$
- \*C. HEYS HEYS ANOTHER HOME RUN\$
- D. ALL OF THE ABOVE

AFTER WHICH OF THE FOLLOWING TYPES OF SENTENCES IS AN EXCLAMATION MARK NEEDED

2102422

- A. DECLARATIVE SENTENCE
- \*B. EXCLAMATORY SENTENCE
- C. INTERROGATIVE SENTENCE
- D. IMPERATIVE SENTENCE

2102422  
2102422  
2102422  
2102422

HELP I SCREAMED JOHN ?

2102423

IN WHICH PLACES ARE EXCLAMATION MARKS USED

2102423  
2102423  
2102423  
2102423  
2102423

- \*A. 1
- B. 2
- C. 1 AND 2
- D. NONE OF THE ABOVE

WHICH OF THE FOLLOWING SENTENCES MAKES CORRECT USE OF THE EXCLAMATION MARK

2102424  
2102424  
2102424  
2102424  
2102424

- A. WOW\$ DID YOU SEE THAT
- B. DID GFORGE CATCH THE BALL\$
- C. LOOK\$ THERE GOES THE AIRPLANE.

*D. A AND C	2102424
AN EXCLAMATION MARK IS MOST OFTEN USED AFTER	2102425
A. ACTION VERBS.	2102425
B. WORDS EXPRESSING STRONG FEELING.	2102425
C. STATEMENTS OF FACT.	2102425
*D. A AND B	2102425

CHOOSE THE SENTENCE WHICH MAKES CORRECT USE OF THE EXCLAMATION MARK.	2102426
A. MARY SAIDS PLEASE PASS THE BUTTER.	2102426
*B. STOPS LESLIE SCREAMED.	2102426
C. LET ME PLAY FIRST BASE, SAID OLIVERS	2102426
D. WOWS THE BOYS CRIEDS	2102426

\*\*\*\*\*

THE STUDENT CAN DEMONSTRATE HIS UNDERSTANDING OF THE USE OF HYPHENS BY CORRECTLY USING HYPHENS IN SPECIFIC EXAMPLES AND IDENTIFYING CORRECTLY ALL OF THE INSTANCES RULES WHEN HYPHENS MUST BE USED. #50	0076
---	------

WHICH OF THE FOLLOWING WORDS WOULD REQUIRE HYPHENSO	2100783
A. FATHER IN LAW	2100783
B. ALL AMERICAN	2100783
C. HEAVY HEARTED	2100783
*D. ALL OF THE ABOVE	2100783

CHOOSE THE CORRECTLY HYPHENATED WORD.	2100784
A. STEP-MOTHER	2100784
*B. HOCUS-POCUS	2100784
C. SECOND-COUSIN	2100784
D. GRAND-FATHER	2100784

A HYPHEN MUST BE USED IN THE FOLLOWING INSTANCE.	2100785
A. TO CONNECT THREE OR MORE WORDS IN A SINGLE EXPRESSION	2100785
*B. TO CONNECT TWO OR MORE WORDS IN A SINGLE EXPRESSION	2100785
C. ALL OF THE ABOVE	2100785
D. NONE OF THE ABOVE	2100785

A HYPHEN IS USED TO SEPARATE	2100786
*A. MULTI-SYLLABIC WORDS	2100786
B. MONO-SYLLABIC WORDS AT THE END OF A LINE	2100786
C. MULTI-SYLLABIC WORDS IN THE MIDDLE OF A LINE	2100786
D. A AND B	2100786

A HYPHEN IS USED CORRECTLY IN ALL *BUT* ONE OF THE FOLLOWING SENTENCES. CHECK THE *INCORRECT* SENTENCE.	2100787
*A. MARY WILL BE SIX-TEEN ON JUNE 6.	2100787
B. IT WILL BE HER BROTHERS TWENTY-FIRST BIRTHDAY ALSO.	2100787
C. THEY WILL PUT THIRTY-SEVEN CANDLES ON ONE BIG CAKE.	2100787
D. FIFTY-TWO PEOPLE ARE INVITED TO THEIR PARTY.	2100787

\*\*\*\*\*

THE STUDENT CAN DEMONSTRATE HIS UNDERSTANDING OF THE USE OF PERIODS BY CORRECTLY USING PERIODS IN PUNCTUATING SPECIFIC EXAMPLES AND IDENTIFYING CORRECTLY ALL OF THE INSTANCES RULES WHEN PERIODS MUST BY USED. #120	0075
--	------

WHICH OF THE FOLLOWING SENTENCES REQUIRES A PERIOD AS END PUNCTUATION

- A. ARE YOU GOING WITH US
- B. OUCH, THAT HURT
- \*C. ILL BE HOME THIS AFTERNOON
- D. IS THIS YOUR BOOK

2100771  
2100771  
2100771  
2100771  
2100771  
2100771

WHICH OF THE FOLLOWING SENTENCES IS CORRECTLY PUNCTUATED

- \*A. MARY WENT TO THE DENTIST.
- B. WOW, WHAT A GAME.
- C. ARE YOU COMING.
- D. NONE OF THE ABOVE

2100772  
2100772  
2100772  
2100772  
2100772

IN WHICH OF THE FOLLOWING INSTANCES MUST A PERIOD BE USED

- A. AFTER A DECLARATIVE SENTENCE
- B. AFTER AN IMPERATIVE SENTENCE
- \*C. ALL OF THE ABOVE
- D. NONE OF THE ABOVE

2100773  
2100773  
2100773  
2100773  
2100773

IN WHICH OF THE FOLLOWING INSTANCES SHOULD ADDITIONAL PERIODS BE USED

- A. DR JONES WENT TO THE MEETING.
- B. DICK WILL BE HERE AT TEN PM.
- C. WEST ST IS ON THE NORTH SIDE OF TOWN
- \*D. ALL OF THE ABOVE

2100774  
2100774  
2100774  
2100774  
2100774  
2100774

WHICH OF THE FOLLOWING SENTENCES IS PUNCTUATED COMPLETELY AND CORRECTLY

- \*A. LAST SEPT. 01 ENTERED A NEW SCHOOL.
- B. IN MICH WE DIDNT START THAT EARLY.
- C. MR COOPER DROVE US ALL THE WAY.
- D. WE ARRIVED AT 2 30 PM.

2100775  
2100775  
2100775  
2100775  
2100775  
2100775

A PERIOD MUST BE USED AFTER

- A. A PROPER NOUN.
- \*B. AN ABBREVIATION.
- C. AN EXCLAMATION.
- D. NONE OF THE ABOVE.

2100776  
2100776  
2100776  
2100776  
2100776

IN WHICH OF THE FOLLOWING SENTENCES MUST ADDITIONAL PERIODS BE PLACED

- A. MR. J R SMITH TOOK THE SCOUT TROOP FOR A HIKE.
- B. A SPECIAL UN MEETING WAS CALLED THIS MORNING.
- C. THE A F OF H IS A LABOR ORGANIZATION.
- \*D. ALL OF THE ABOVE.

2100777  
2100777  
2100777  
2100777  
2100777  
2100777

WHICH OF THE FOLLOWING SENTENCES REQUIRES ADDITIONAL PERIODS

- A. READ PAGE SIX CAREFULLY.
- \*B. J C RAWLINGS IS THE NEW DIRECTOR.
- C. THE U. S. A. IS A DEMOCRACY.
- D. DR. R. THOMAS IS ON VACATION.

2100778  
2100778  
2100778  
2100778  
2100778

WHICH OF THE FOLLOWING SENTENCES IS PUNCTUATED PROPERLY

- \*A. WE WENT TO E. J. THOMPSONS DISCOUNT STORE.
- B. JOHN A JONES LIVES IN NEW YORK.
- C. WHERE DOES THOMAS R SMITH WORK
- D. WE WILL TRAVEL THROUGH THE U N TOMORROW.

2100779  
2100779  
2100779  
2100779  
2100779

WHICH OF THE FOLLOWING SENTENCES IS PUNCTUATED PROPERLY

- A. WHERE IS R R BURNS RESTAURANT

2100780  
2100780



- B. DICK R. SMITH RAN TO THE OFFICE.
- C. THE U S S R IS IN THE NORTHERN HEMISPHERE
- \*D. NONE OF THE ABOVE

2100780  
2100780  
2100780

AFTER WHICH OF THE FOLLOWING INSTANCES MUST A PERIOD BE USED

- A. SCIENTIFIC TERMS
- B. THE NAMES OF CITIES
- C. WRITING HEIGHTS AND WEIGHTS
- \*D. NUMERALS IN A NUMBERED LIST

2100781  
2100781  
2100781  
2100781  
2100781

AFTER WHICH OF THE FOLLOWING INSTANCES MUST A PERIOD BE USED

- \*A. NUMERALS AND LETTERS IN AN OUTLINE
- B. CHEMICAL EQUATIONS
- C. NICKNAMES
- D. PRIME NUMBERS

2100782  
2100782  
2100782  
2100782  
2100782

\*\*\*\*\*

THE PUPIL WILL APPLY HIS COMPREHENSION OF THE USE OF THE QUESTION MARK BY SELECTING CORRECT PLACEMENT OF THE QUESTION MARK. \$30

0280

DIRECTIONS - CERTAIN PARTS OF THE FOLLOWING PARAGRAPH ARE NUMBERED. FOR EACH OF THESE PARTS WRITE

0297

- A. IF A QUESTION MARK IS NEEDED.
- B. IF A QUESTION MARK IS \*NOT\* NEEDED.

WHERE ARE YOU GOING \*1\* ASKED MOTHER \*2\* I AM GOING TO SUSIES IF IT IS ALRIGHT WITH YOU \*3\* THATS FINE \*4\* SAID MOTHER. JUST BE SURE YOU ARE HOME BY FIVE OCLOCK, WILL YOU \*5\* ON MY WAY TO SUSIES HOUSE I SAW A CIRCUS COMING TO TOWN \*6\* HAVE YOU EVER SEEN CIRCUS PEOPLE GET READY FOR A PERFORMANCE \*7\* I HADNT \*8\* CAN YOU IMAGINE MY EXCITEMENT \*9\* WELL \*10\* I ENDED UP WATCHING THE CIRCUS AND NEVER GOING TO SUSIES \*11\* WHAT DO YOU THINK OF THAT \*12\*

PART 1 \*A

2102920

PART 2 \*B

2102921

PART 3 \*B

2102922

PART 4 \*B

2102923

PART 5 \*A

2102924

PART 6 \*B

2102925

PART 7 \*A

2102926

PART 8 \*B

2102927

PART 9 \*A

2102928

PART 10 \*B

2102929

PART 11 \*B

2102930

PART 12 \*A

2102931

FOR THE FOLLOWING SENTENCES CHOOSE THE CORRECT PUNCTUATION MARK  
NEEDED IN THE STARRED PLACE.

0298

MARYJANE0 WHERE ARE YOU GOING\*

2102932

- A. COMMA
- B. EXCLAMATION MARK
- C. PERIOD
- \*D. QUESTION MARK

WHAT A TERRIFYING EXPERIENCE THAT WAS\*

2102933

- A. PERIOD
- \*B. EXCLAMATION MARK
- C. COMMA
- D. QUESTION MARK

SHE ASKED WHERE IN THE STORE SHE COULD FIND US\*

2102934

- \*A. EXCLAMATION MARK
- B. COMMA
- \*C. PERIOD
- D. QUESTION MARK

HOW DO YOU DO\* REPLIED HFR GUEST.

2102935

- \*A. QUESTION MARK
- B. PERIOD
- C. EXCLAMATION MARK
- D. COMMA

INDICATE WHETHER OR NOT THE QUESTION MARK HAS BEEN USED CORRECTLY  
BY CHOOSING

0299

- A. YES.
- B. NO.

UPON MOVING INTO HER NEW APARTMENT, AMY DISCOVERED HER  
NEIGHBORS WERE ALL QUITE FRIENDLY01 THIS WAS VERY GOOD NEWS02  
AS AMY HAD BEEN TO THIS TOWN ONLY ONCE BEFORE AND SO KNEW NO  
ONE03

TO GET ACQUAINTED AMY ASKED HER NEXT DOOR NEIGHBOR IN FOR  
COFFEE04 HOW LONG HAVE YOU BEEN LIVING HERE05 WAS AMY'S FIRST  
QUESTION06 DO YOU KNOW WHERE I CAN FIND A GOOD BUY ON ELEPHANT  
MEAT07 SHE INQUIRED NEXT08

OH YES09 ANSWERED HER NEW FRIEND010 MY HUSBAND AND I  
BOTH ENJOY IT SO MUCH THAT I HAD TO FIND A DEPENDABLE PLACE TO  
TO GET IT011

WELL, WHAT DO YOU THINK012 BEFORE LONG THE TWO GIRLS WERE  
FAST FRIENDS AND WORKED TOGETHER CREATING ELEPHANT MEAT  
RECIPES0

QUESTION MARK 1 \*B

2102937

QUESTION MARK 2 \*B

2102938

QUESTION MARK 3 \*B

2102939

QUESTION MARK 4 \*B

2102940

QUESTION MARK 5 \*A

2102941

QUESTION MARK 6 \*B

2102942

QUESTION MARK 7	*A	2102943
QUESTION MARK 8	*P	2102944
QUESTION MARK 9	*R	2102945
QUESTION MARK 10	*P	2102946
QUESTION MARK 11	*R	2102947
QUESTION MARK 12	*A	2102948
QUESTION MARK 13	*R	2102949

\*\*\*\*\*

THE STUDENT CAN DEMONSTRATE A KNOWLEDGE OF USING QUOTATION MARKS  
CORRECTLY BY DIFFERENTIATING BETWEEN DIRECT AND INDIRECT QUOTATION. 0144

85n

IN WHICH OF THE FOLLOWING SENTENCES ARE QUOTATION MARKS NEEDED. 0140  
CHOOSE

- A. QUOTATION MARKS ARE NEEDED
- B. QUOTATION MARKS ARE NOT NEEDED

I SEE A STORM COMING.	*B	2101446
A STORM CRIED MOTHER.	*A	2101447
MY FRIEND SAID HE CAN COME.	*H	2101448
THE TEACHER SAID CAN YOU SEE	*A	2101449
THE POEM WAS THE TRAVELS OF A FOX.	*A	2101450

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF THE USE OF QUOTATION  
MARKS AROUND EXACT WORDS OF A SPEAKER BY INDICATING WHETHER THE  
PUNCTUATION IS OR IS \*NOT\* APPROPRIATE FOR GIVEN SENTENCES. 0152

IN THE FOLLOWING SENTENCES, WRITE THE APPROPRIATE LETTER TO  
DESIGNATE IF QUOTATION MARKS SHOULD BE USED. 0153  
CHOOSE

- A. IF QUOTATION MARKS ARE NEEDED.
- B. IF QUOTATION MARKS ARE NOT NEEDED.

PHIL SAID JIM MAY I INTRODUCE MY ROOMMATE TOM.	*A	2101549
I HOPE WE HAVE A SMOOTH FLIGHT.	*R	2101550
THE CUSTOMER INSISTED THAT HE WAS RIGHT.	*R	2101551
HELEN ADDED IM GOING TO THE MUSEUM TODAY.	*A	2101552
SHE REPLIED, I AM NOT INTERESTED IN THE CONTROVERSY.	*A	2101553
THE PARROT SPEAKS CLEARLY EXCLAIMED THE VISITOR TO THE PET SHOP.	*A	2101554

WOULD YOU PLEASE BE SEATED? ASKED THE USHER AT THE THEATER. \*A 2101555

THE INTERPRETER WAS ASKED SEVERAL QUESTIONS BY THE REPORTER. \*B 2101556

LET'S BEGIN, GLENN SUGGESTED EAGERLY. \*A 2101557

TOM ASKED THE QUESTIONS AND HIS FATHER ANSWERED THEM. \*B 2101558

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO USE UNDERLINING IN  
BOOK TITLES BY IDENTIFYING THE CORRECT WAY TO UNDERLINE BOOK  
TITLES AND IDENTIFYING THE RULE FOR UNDERLINING BOOK TITLES. \*20 0265

IN A SENTENCE CONTAINING THE TITLES -AMERICA THE BEAUTIFUL AND  
GONE WITH THE WIND 2102629

A. BOTH SHOULD BE UNDERLINED. 2102629

B. ONLY AMERICA THE BEAUTIFUL SHOULD BE UNDERLINED. 2102629

\*C. ONLY GONE WITH THE WIND SHOULD BE UNDERLINED. 2102629

D. NEITHER SHOULD BE UNDERLINED. 2102629

BOOK TITLES MENTIONED IN SENTENCES SHOULD BE SET OFF BY 2102630

A. PARENTHESES. 2102630

B. QUOTATION MARKS. 2102630

C. BRACKETS. 2102630

\*D. UNDERLINING. 2102630

\*\*\*\*\*

THE STUDENT CAN RECOGNIZE CORRECT SPELLING BY CHOOSING THE  
CORRECTLY SPELLED WORD FROM A LIST. \*40 0038

A. PEOPLE \*  
B. PFOPEL  
C. PEOPELE  
D. PEEPLE 2100353  
2100353  
2100353

A. ACCROSS  
B. ACCROS  
C. ACROSS \*  
D. ACROS 2100354  
2100354  
2100354  
2100354

A. PICNICK  
B. PICNIC \*  
C. PICKNICK  
D. PICINIC 2100355  
2100355  
2100355  
2100355

A. AVREY  
B. EVERY \*  
C. FVERFY  
D. FVRY 2100356  
2100356  
2100356  
2100356

A. LAUGH \*  
B. LAGH  
C. LAF  
D. LUAGH 2100357  
2100357  
2100357  
2100357

A. WHEATHER

A. WEATHAR	2100358
C. WETHER	2100358
D. WEATHER *	2100358
A. THROUGHT	2100359
B. THROUGH *	2100359
C. THROUGH	2100359
D. THRUUGH	2100359
A. AWHILE *	2100360
B. AWIEL	2100360
C. AWHIL	2100360
D. AWILE	2100360
A. FREIND	2100361
B. FRIEND *	2100361
C. FRENH	2100361
D. FRIND	2100361
A. VILLAGE	2100362
B. VILAGE	2100362
C. VILLAGE *	2100362
D. VILLAG	2100362
A. DIFFERENT *	2100363
B. DIFFERNT	2100363
C. DIFFERNT	2100363
D. DIFERENT	2100363
A. FLEPANT	2100364
B. FLPHANT	2100364
C. FLEPHANT *	2100364
D. FLEFANT	2100364
A. TOMMOROW	2100365
B. TOMOROW	2100365
C. TOMMORROW	2100365
D. TOMORROW *	2100365
A. WENS DAY	2100366
B. WENDSDAY	2100366
C. WEDNESDAY *	2100366
D. WEDSDAY	2100366
A. CHRISTMASS	2100367
B. CHRISTMAS *	2100367
C. CHRISTMIS	2100367
D. CRISTMAS	2100367
A. OCEAN *	2100368
B. OCHEAN	2100368
C. OCAFN	2100368
D. OSHEAN	2100368
A. TELAPHONE	2100369
B. TELEPHONE *	2100369
C. TELEFONE	2100369
D. TELPHONE	2100369
A. MOUNTJN	2100370
B. MOUNTIAN	2100370

C. MONTAIN  
D. MOUNTAIN \*

2100370  
2100370

A. ADRES  
B. ADDRESS  
C. ADDRESS \*  
D. ADDRESS

2100371  
2100371  
2100371  
2100371

A. RECESS  
B. RECESS  
C. RECES  
D. RESESS \*

2100372  
2100372  
2100372  
2100372

A. TEACHAR  
B. TEECHER  
C. TEACHER \*  
D. TECHER

2100373  
2100373  
2100373  
2100373

A. KITCHEN  
B. KICHEN  
C. KITSHEN  
D. KITCHUN \*

2100374  
2100374  
2100374  
2100374

A. BILD  
B. BUILD  
C. BIULD  
D. BUILDDE \*

2100375  
2100375  
2100375  
2100375

A. ANIMAL  
B. AMINAL  
C. ANMAL  
D. ANIMEL \*

2100376  
2100376  
2100376  
2100376

A. BROUTH  
B. BROUT  
C. BRAUGHT  
D. BROUGHT \*

2100377  
2100377  
2100377  
2100377

A. PIECE  
B. PEECE  
C. PEICE  
D. PICF \*

2100378  
2100378  
2100378  
2100378

A. FINALY  
B. FINELY  
C. FINALLY \*  
D. FINALLEY

2100379  
2100379  
2100379  
2100379

A. REALFY  
B. RFALLY  
C. REALY  
D. RELEY \*

2100380  
2100380  
2100380  
2100380

A. RICYCLE  
B. BYCICLE  
C. RICYCLE  
D. BICYCLE \*

2100381  
2100381  
2100381  
2100381

A. SERPRISE  
B. SURPRIZE  
C. SURPRISE \*

2100382  
2100382  
2100382



D. SUPRISE

2100382

A. SURELY \*

2100383

B. SURLEY

2100383

C. SHURELY

2100383

D. SURELEY

2100383

A. REMERF

2100384

B. REMEMRER \*

2100384

C. REMBER

2100384

D. REMEMRER

2100384

A. GRANDMA \*

2100385

B. GRANMA

2100385

C. GRANDMAW

2100385

D. GRAMMA

2100385

A. DANJEROUS

2100386

B. DANGEROUS \*

2100386

C. DANGERUS

2100386

D. DANGRUOS

2100386

A. LANGAGE

2100387

B. LANGAUGE

2100387

C. LAUNGAGE

2100387

D. LANGUAGE \*\*

2100387

A. GEOGRAPHEY

2100388

B. GEOGRAPHY \*

2100388

C. GEOGRAFY

2100388

D. GEOGRAEPHY

2100388

A. FERRUARY \*

2100389

B. FEBUARY

2100389

C. FERRURAY

2100389

D. FEBURARY

2100389

A. ARTHMETIC

2100390

B. ARITHMETIC \*

2100390

C. ARITHMETEC

2100390

D. ARITHMATIC

2100390

A. THOUSAND \*

2100391

B. THUOSAND

2100391

C. THOUSFND

2100391

D. THOWSAND

2100391

A. TRULY \*

2100392

B. TURELEY

2100392

C. TRULEY

2100392

D. TRUELY

2100392

\*\*\*\*\*

REFERENCE

THE STUDENT CAN APPLY HIS KNOWLEDGE OF REFERENCE MATERIALS BY CHOOSING THE BEST REFERENCE TO USE FOR A GIVEN TOPIC. #140

0039

DIRECTIONS

26

YOU WILL BE GIVEN A LIST OF SUBJECTS. FOR EACH SUBJECT DECIDE WHERE YOU WOULD GET INFORMATION ABOUT IT. CHOOSE

- A. IF YOU WOULD USE A DICTIONARY.
- B. IF YOU WOULD USE A ENCYCLOPEDIA.
- C. IF YOU WOULD USE A NEWSPAPER.

THE CAUSES OF THE CIVIL WAR	*B	2100393
YESTERDAYS BASEBALL SCORES	*C	2100394
HOW TO DIVIDE A WORD INTO SYLLABLES	*A	2100395
WHAT TRIBE OF INDIANS LIVED IN CHICAGO	*B	2100396
WHAT DOES THE WORD AMBIDEXTEROUS MEAN	*A	2100397
THE HISTORY OF VIET NAM	*B	2100400
WHAT PEANUTS AND HIS GANG ARE DOING	*C	2100401
WHO IS THE RULER OF JAPAN	*B	2100402
HOW TO PUT A LIST OF WORDS IN ALPHABETICAL ORDER	*A	2100403
HOW MANY PEOPLE WERE HURT IN LAST WEEKS PLANE CRASH	*C	2100404
HOW MANY SENATORS ARE IN CONGRESS	*B	2100405
THE WEATHER FORECAST	*C	2100406

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF THE BIBLIOGRAPHY BY IDENTIFYING THE CORRECT FORM AND USE OF THE BIBLIOGRAPHY. #40

0229

CHOOSE THE CORRECT STATEMENT.

- |  |         |
|--|---------|
| A. THE BOOK IS UNDERLINED AND THE ENCYCLOPEDIA IS ENCLOSED WITH QUOTATION MARKS.               | 2102206 |
| B. THE BOOK AND ENCYCLOPEDIA ARE UNDERLINED.   | 2102206 |
| C. THE BOOK AND ENCYCLOPEDIA ARE UNDERLINED, AND THE ARTICLE IS ENCLOSED WITH QUOTATION MARKS. | 2102206 |

CHOOSE THE CORRECT PUNCTUATION MARK TO SET OFF PARTS OF A BIBLIOGRAPHY.

- |               |         |
|---------------|---------|
| A. COMMA      | 2102207 |
| B. PERIOD     | 2102207 |
| C. SEMI-COLON | 2102207 |
| D. COLON      | 2102207 |

CHOOSE THE CORRECT DEFINITION OF A BIBLIOGRAPHY.

- |   |         |
|---|---------|
| A. A WRITTEN ACCOUNT OF ANOTHER PERSONS LIFE.                   | 2102208 |
| B. A LIST OF SOURCE MATERIALS.                                  | 2102208 |
| C. THE STUDY OF THE GEOGRAPHICAL DISTRIBUTION OF LIVING THINGS. | 2102208 |

CHOOSE THE CORRECT ORDER IN WHICH ITEMS IN A BIBLIOGRAPHY ARE ALPHABETICALLY LISTED.

- A. BY FIRST NAMES OF AUTHORS
- B. BY BOOK TITLES
- \*C. BY LAST NAMES OF AUTHORS

2102209  
2102209  
2102209  
2102209  
2102209

\*\*\*\*\*

THE STUDENT CAN RECOGNIZE THE MAJOR PARTS OF A BOOK BY MATCHING THEM WITH THEIR PURPOSES. %5

0175

DIRECTIONS

. 179

MATCH THE LIST OF PARTS OF THE BOOK WITH THE DESCRIPTION BELOW. USE EACH LETTER ONLY ONCE.

- A. TABLE OF CONTENTS
- B. LIST OF ILLUSTRATIONS
- C. PREFACE OR INTRODUCTION
- D. TEXT
- F. GLOSSARY

GIVES THE PURPOSE FOR WHICH THE BOOK WAS WRITTEN. \*C

2102174

LISTS ALL THE SECTIONS CONTAINED IN A GIVEN BOOK. \*A

2102175

A BRIEF DICTIONARY TYPE LIST OF NEW OR DIFFICULT WORDS USED IN A GIVEN BOOK. \*E

2102176  
2102176

A LIST OF ILLUSTRATION HEADINGS AND THE PAGE UPON WHICH EACH ILLUSTRATION CAN BE FOUND. \*B

2102177  
2102177

THE MAIN BODY OF THE PRINTED MATTER. \*D

2102178

\*\*\*\*\*

THE STUDENT CAN DEMONSTRATE A KNOWLEDGE OF DICTIONARY USAGE BY CHOOSING CORRECT TERMS WHICH EXPLAIN PARTS OF THE DICTIONARY. %7

0009

THE TWO WORDS AT THE TOP OF EACH PAGE OF A DICTIONARY ARE CALLED

2100081

A. DEFINITIONS

2100081

B. KEY WORDS

2100081

\*C. GUIDE WORDS

2100081

D. SUBJECT WORDS

2100081

E. HELPING WORDS

2100081

THE WORDS IN A DICTIONARY ARE ARRANGED IN

2100082

A. DIFFERENT ORDERS, DEPENDING ON THE DICTIONARY YOU ARE USING

2100082

\*B. ALPHABETICAL ORDER

2100082

C. DICTIONARIAL ORDER

2100082

D. ORDER OF THE NUMBER OF LETTERS A WORD HAS

2100082

THE MEANING OF A WORD IS ITS

2100083

\*A. DEFINITION

2100083

B. GUIDE WORD

2100083

C. KEY WORD

2100083

D. SENTENCE

2100083

EACH WORD IN A DICTIONARY IS DIVIDED INTO

2100084

A. DEFINITIONS

2100084

\*B. SYLLABLES

2100084

- C. PARTS
- D. TWO PARTS
- E. PHONETIC SPELLING

2100084  
2100084  
2100084

TO FIND OUT HOW TO SAY A WORD CORRECTLY YOU WOULD LOOK AT THE

- A. SYLLABLES OF THE WORD
- B. DEFINITION FOLLOWING THE WORD
- \*C. PRONUNCIATION OR PHONETIC SPELLING
- D. GUIDE WORD

2100085  
2100085  
2100085  
2100085  
2100085

IF YOU WANTED TO KNOW WHAT THIS SYMBOL - MEANT YOU WOULD LOOK AT THE

- A. ENTRY WORD
- B. PHONETIC SPELLING
- C. BACK OF THE DICTIONARY
- \*D. PRONUNCIATION KEY

2100086  
2100086  
2100086  
2100086  
2100086  
2100086

\*\*\*\*\*

THE STUDENT CAN APPLY HIS KNOWLEDGE OF USING GUIDE WORDS AS AN AID IN LOCATING WORDS IN THE DICTIONARY BY CHOOSING GUIDE WORDS TO LOCATE A GIVEN WORD. #30

0137

BETWEEN WHICH GUIDE WORDS IN THE DICTIONARY WOULD YOU FIND

0124

ROW

- A. ACCENT - RE
- B. HRANCH - CITY
- \*C. HEACH - CAMP
- D. BUY - COOK

2101324  
2101324  
2101324  
2101324  
2101324

FLEW

- \*A. FLAX - FLIGHT
- B. FLAT - FLEET
- C. FLEX - FLINT
- D. FLAME - FLAW

2101325  
2101325  
2101325  
2101325  
2101325

RAFT

- A. QUOTE - RADIO
- B. RAGE - RAINBOW
- C. RAM - RANK
- \*D. RACKET - RAG

2101326  
2101326  
2101326  
2101326  
2101326

\*\*\*\*\*

THE STUDENT CAN APPLY HIS UNDERSTANDING OF GUIDE WORDS TO LOCATE ENTRY WORD BY SELECTING THE CORRECT ENTRY WORD. #100

0307

DIRECTIONS - SELECT THE ENTRY WORD WHICH WOULD BE FOUND ON THE PAGE OF THE GUIDE WORDS GIVEN BELOW.

CADET - CORRA

- \*A. CELEBRITY
- B. COLONIST
- C. COYOTE

3141

CUSCO - DIRECTOR

- \*A. CYLINDER
- B. DISASTER

3142

C. CRUCIAL

LIINGF - MIRE

A. LLAMA

B. MONOTONOUS

\*C. MAMMOTH

3143

PLASTIC - PUNCTURE

A. PYGMY

\*B. PRINCIPLE

C. PLANTATION

3144

ROUTINE - SINEW

\*A. SHELLAC

B. SKEWER

C. ROTATION

3145

OFFEND - PARCH

A. OBVIOUS

B. PARDON

\*C. OXYGEN

3146

EXCAVATE - FRANTIC

A. FRANTICALLY

\*B. FOLKLORE

C. EVENTUALLY

3147

ASTEROID - BOLIVIA

A. ASSURE

\*B. ASTRONOMER

C. ASPHALT

3148

ALLEGHENIES - ASSURE

\*A. AMPHIRIAN

B. ASTEROID

C. ATMOSPHERE

3149

DISASTER - EVENTUALLY

A. EXPOSE

B. EXCAVATE

\*C. ENVIOUS

3150

\*\*\*\*\*

PUPIL WILL SHOW UNDERSTANDING OF HOW TO USE GUIDE WORDS IN THE  
DICTIONARY BY SELECTING THE CORRECT PAGE ON WHICH TO FIND THE  
UNDERLINED WORD. 523n

0308

DIRECTIONS - SELECT THE CORRECT PAGE ON WHICH TO FIND THE  
UNDERLINED WORD.

A. PLUM 502 PLYWOOD

B. POPLIN 507 PORTIA

C. PRESS 517 PRETTY

D. PUIGET SOUND 531 PUN

E. PUSH 531 PYREX

PORTABLE \*B

PYRAMID \*E

198

3151

3152

PLURAL *A	3153
PRESUME *C	3154
PRETENTIONS *C	3155
PLUNGE *A	3156
PUGILIST *D	3157
PYGMY *E	3158
PULVERIZE *F	3159
POINT *A	3160
PULSE *D	3161
PORCELAIN *R	3162

DIRECTIONS - SELECT THE CORRECT PAGE ON WHICH TO FIND THE UNDERLINED WORD.

- A. GAZE 271 GENERATE
- B. GORDON 280 GRACE
- C. GURGLE 290 HABIT
- D. GIRD 275 GLAND
- E. GUINEA 289 GUNWALE

GENERAL *A	3163
GLACIER *D	3164
GAUGE *B	3165
GUITAR *E	3166
GLADIATOR *D	3167
GYPSY *C	3168
GOWN *R	3169
GULLY *E	3170
GELATIN *A	3171
GUISE *F	3172
GOULASH *P	3173
GUTTER *C	3174

\*\*\*\*\*

THE STUDENT CAN APPLY HIS UNDERSTANDING OF ENTRY WORDS IN THE DICTIONARY BY SELECTING THE CORRECT MEANING FOR A WORD AS IT IS USED IN CONTEXT. %40

0309

DIRECTIONS - SELECT THE CORRECT ENTRY FOR THE STARRED WORD.



A. BEAR CARRY. ENDURE. KEEP UP ONE'S COURAGE. BRING FORTH.  
PRODUCE. PRESS. DRIVE.

B. BEAR<sup>2</sup> A LARGE, CLUMSY ANIMAL WITH COARSE HAIR AND A VERY  
SHORT TAIL--GRUFF OR SURLY PERSON.

I CAN'T \*BEAR\* TO HEAR THAT EXCUSE ONCE MORE. \*A 3175

THAT UMPIRE IS AN OLD \*BEAR\*. \*B 3176

SHE \*BEARS\* UP WELL UNDER THE RECENT DEATH OF HER CHILD. \*A 3177

PLEASE \*BEAR\* DOWN HARDER ON YOUR PENCIL WHEN YOU WRITE. \*A 3178

\*\*\*\*\*  
THE STUDENT CAN APPLY HIS UNDERSTANDING OF DICTIONARY DEFINITION 0310  
BY SELECTING THE CORRECT MEANING FOR A WORD AS IT IS USED IN  
CONTEXT WHEN THERE IS MORE THAN ONE ENTRY FOR THAT WORD. #40

DIRECTIONS - SELECT THE CORRECT MEANING FOR THE STARRED WORD.

BEAR<sup>1</sup> A. ENDURE. B. KEEPS UP ONE'S COURAGE. C. PRESS. THRUST.  
DRIVE.

BEAR<sup>2</sup> D. A LARGE, CLUMSY ANIMAL WITH COARSE HAIR AND A VERY  
SHORT TAIL. E. GRUFF OR SURLY PERSON.

I CAN'T \*BEAR\* TO HEAR THAT EXCUSE ONCE MORE. \*A 3179

THAT UMPIRE IS AN OLD \*BEAR\*. \*E 3180

SHE \*BEARS\* UP WELL UNDER THE RECENT DEATH OF HER CHILD. \*B 3181

PLEASE \*BEAR\* DOWN HARDER ON YOUR PENCIL WHEN YOU WRITE. \*C 3182

\*\*\*\*\*  
THE STUDENT CAN APPLY HIS KNOWLEDGE OF MULTIPLE MEANINGS FOR ONE 0311  
WORD BY SELECTING THE CORRECT MEANING FOR THE STARRED WORD. #40

DIRECTIONS - READ THE FOLLOWING PARAGRAPH AND SELECT THE CORRECT  
MEANING FOR THE STARRED WORD.

MAYBE I'LL PLAY THE TUBA OR THE DRUM, SAID WILLIAM, 3183  
SHAKING HIS HEAD. THEN HE GOT A FARAWAY LOOK IN HIS EYE. HE  
BEGAN TAPPING THE DESK WITH HIS FINGERS, AND EVEN THEN HIS \*BEAT\*  
WAS OFF.

BEAT

- A. DEFEAT. GET THE BETTER OF.  
B. MIX BY STIRRING OR STRIKING WITH A FORK, SPOON OR OTHER  
UTENSIL.  
\*C. IN MUSIC, THE DIVISION OF TIME OR ACCENT.  
D. OUTDO, SURPASS.

GIVEN A LIST OF HEADINGS, THE STUDENT CAN APPLY REFERENCE SKILLS FOR CHOOSING PERTINANT TOPICS IN AN ENCYCLOPEDIA BY INDICATING WHICH TOPIC IS NOT PERTINANT. \$150

0071

DIRECTIONS - EACH QUESTION GIVES A TOPIC FOR A REPORT. THEN THERE ARE 4 POSSIBLE HEADINGS IN AN ENCYCLOPEDIA. MARK THE ONE HEADING YOU WOULD PROBABLY \*NOT\* LOOK UNDER TO FIND INFORMATION ABOUT THE TOPIC.

0058

THE POSSIBILITY OF LIFE ON OTHER PLANETS

- A. PLANETS
- \*B. LIFE
- C. JUPITER
- D. MARS

2100736  
2100736  
2100736  
2100736  
2100736

THE WHALING INDUSTRY IN NOVA SCOTIA, CANADA

- A. WHALING
- B. NOVA SCOTIA
- C. CANADA
- \*D. INDUSTRY

2100737  
2100737  
2100737  
2100737  
2100737

HURRICANES IN THE U. S. FROM 1940-1960

- \*A. 1940-1960
- B. HURRICANES
- C. WEATHER
- D. STORMS

2100738  
2100738  
2100738  
2100738  
2100738

CROPS GROWN IN THE MIDDLE WEST

- A. ILLINOIS
- B. FARMING
- C. MIDDLE WEST
- \*D. GROWING

2100739  
2100739  
2100739  
2100739  
2100739

THE HISTORY OF TRANSPORTATION IN AMERICA

- A. CONESTOGA WAGONS
- B. TRANSPORTATION
- \*C. HISTORY
- D. RAILROADS

2100740  
2100740  
2100740  
2100740  
2100740

ANIMALS OF THE ARABIAN DESERT REGION

- A. ARABIA
- \*B. REGION
- C. DESERTS
- D. ANIMALS

2100741  
2100741  
2100741  
2100741  
2100741

THE HISTORY OF INDIANS IN OUR COUNTRY

- \*A. COUNTRY
- B. INDIANS
- C. APACHES
- D. SIOUX

2100742  
2100742  
2100742  
2100742  
2100742

ELECTING THE FIRST PRESIDENT OF THE UNITED STATES

- A. PRESIDENTS
- B. WASHINGTON
- C. ELECTIONS
- \*D. GEORGE

2100743  
2100743  
2100743  
2100743  
2100743

THE INVENTION OF THE TELEPHONE

- A. BELL, ALEXANDER
- B. TELEPHONE
- \*C. TRANSPORTATION

2100744  
2100744  
2100744  
2100744

D. COMMUNICATION	2100744
THE GERMAN SHEPHERD AS A SEEING EYE DOG	2100745
*A. GERMANY	2100745
B. GERMAN SHEPHERD	2100745
C. DOGS	2100745
D. BLINDNESS	2100745
SEAWEED	2100746
A. OCEANS	2100746
B. PLANTS	2100746
*C. WEEDS	2100746
D. ALGAE	2100746
TRANSPORTATION ON THE MISSISSIPPI RIVER	2100747
A. RIVERS	2100747
B. TRANSPORTATION	2100747
C. MISSISSIPPI RIVER	2100747
*D. WATER	2100747
AIR TRAVEL	2100748
A. AIRPLANES	2100748
B. SATELLITES	2100748
*C. SPACE	2100748
D. ROCKETS	2100748
TYPES OF POETRY	2100749
A. POETRY	2100749
B. LIMERICKS	2100749
*C. TYPES	2100749
D. HAIKU	2100749
MAKING BUTTER AND CHEESE	2100750
*A. PRODUCTS	2100750
B. DAIRIES	2100750
C. BUTTER	2100750
D. CHEESE	2100750

\*\*\*\*\*

THE STUDENT CAN APPLY HIS KNOWLEDGE OF THE ALPHABET TO HELP HIM  
LOCATE SPECIFIC INFORMATION IN AN ENCYCLOPEDIA BY CHOOSING THE  
VOLUME TO LOCATE A GIVEN TOPIC. 130

0133

IN WHICH VOLUME WOULD YOU FIND INFORMATION ON

0125

LAKE MICHIGAN

2101327

A. VOL. 11 - J-K

2101327

B. VOL. 13 - M

2101327

\*C. VOL. 12 - L

2101327

D. VOL. 20 - W

2101327

THE FRENCH AND INDIAN WAR

2101328

A. VOL. 10 - I

2101328

\*B. VOL. 7 - F

2101328

C. VOL. 20 - W

2101328

D. VOL. 18 - T

2101328

PRESIDENTS OF THE UNITED STATES

2101329

\*A. VOL. 15 - P

2101329

- B. VOL. 17 - S
- C. VOL. 19 - U-V
- D. VOL. 14 - N-O

2101329  
2101329  
2101329

\*\*\*\*\*

THE STUDENT WILL RECALL WHAT AN INDEX IS BY SELECTING THE CORRECT DEFINITION. %4n

0019

THE DEFINITION OF AN INDEX IS A

2100166

A. BOOK THAT CONTAINS MANY DIFFERENT SUBJECTS.

2100166

\*B. LIST OF TOPICS AT THE BACK OF A BOOK.

2100166

C. LIST OF TOPICS AT THE FRONT OF THE BOOK.

2100166

D. LIST OF CHAPTERS AND PAGES AT THE FRONT OF A BOOK.

2100166

AN INDEX IS ARRANGED ACCORDING TO

2100167

\*A. ALPHARETICAL ORDER.

2100167

B. PAGE NUMBERS.

2100167

C. CHAPTERS.

2100167

D. LENGTH OF EACH TOPIC.

2100167

SUBTOPICS ARE FOUND

2100168

A. AT THE TOP OF EACH PAGE.

2100168

B. FOR EACH MAIN TOPIC.

2100168

C. ABOVE THE MAIN TOPIC.

2100168

\*D. UNDER THE MAIN TOPIC.

2100168

WHERE WILL YOU \*NOT\* FIND AN INDEX?

2100169

A. MATH BOOK

2100169

\*B. FICTION STORY BOOK

2100169

C. SOCIAL STUDIES BOOK

2100169

D. HEALTH BOOK

2100169

\*\*\*\*\*

GIVEN AN INDEX, THE STUDENT CAN DEMONSTRATE COMPREHENSION OF INDEXES BY DETERMINING WHERE IN A BOOK TO LOOK FOR PARTICULAR INFORMATION. %6n

0020

ANIMALS

ANTARCTIC, 87-88

ARCTIC, 86-87

DESERT, 134, 135

SEA, 156-157, 176-177

ARCTIC BIRDS, 86, 88-89

BITUMINOUS COAL, 70, 121-123

COAL, PP. 119-123

CLAM, 179

DESERT, 125-143, 146, 158

GORI, 127

MOHAVE, 127

RAIN IN, 139-140

SAHARA, 127, 128

KANGAROO, 268

KANGAROO RAT, 135

MINERALS

DEFINITION OF, 63

KINDS OF, 64, 68-73

PROPERTIES OF, 63, 64

SAND, 26-30

SHELLS, SEA, 174-179

0016

USE THE INDEX ABOVE TO ANSWER THESE QUESTIONS.

IF YOU WANTED TO FIND OUT ABOUT THE MINERAL ANTHRACITE COAL, YOU WOULD LOOK ON PAGES

- A. 70, 121, 122, 123
- \*B. 63, 64, 119 THROUGH 123
- C. 119 AND 123
- D. 63, 64, 119, 123
- E. 119 THROUGH 123

2100170  
2100170  
2100170  
2100170  
2100170  
2100170  
2100170

IF YOU WERE DOING A REPORT ON OYSTERS YOU WOULD LOOK UNDER

- A. SEA ANIMALS
- B. CLAMS
- C. SEA SHELLS
- D. A AND B
- \*E. A AND C

2100171  
2100171  
2100171  
2100171  
2100171  
2100171

TO FIND OUT WHERE A KANGAROO RAT LIVES YOU WOULD \*NOT\* LOOK UNDER

- A. ANIMALS
- B. DESERT
- \*C. KANGAROO
- D. KANGAROO RAT

2100172  
2100172  
2100172  
2100172  
2100172

IF YOU WANTED TO LIST THE MAIN DESERTS OF THE WORLD YOU WOULD LOOK ON PAGES

- \*A. 125-143, 146, 158
- B. 125-158
- C. 127, 139-140
- D. 26-30

2100173  
2100173  
2100173  
2100173  
2100173  
2100173

IF YOU WANTED TO KNOW IF SAND WAS A MINERAL YOU WOULD LOOK ON HOW MANY PAGES

- A. 2
- B. 4
- \*C. 5
- D. 8

2100174  
2100174  
2100174  
2100174  
2100174  
2100174

IF YOU WANTED TO KNOW ABOUT THE ARCTIC REINDEER YOU WOULD LOOK UNDER

- A. ARCTIC BIRDS
- B. ANIMALS, ANTARCTIC
- \*C. ANIMALS, ARCTIC
- D. ANIMALS, SEA

2100175  
2100175  
2100175  
2100175  
2100175  
2100175

\*\*\*\*\*  
THE STUDENT CAN DEMONSTRATE HIS KNOWLEDGE OF AN INDEX BY IDENTIFYING THE CHARACTERISTICS OF AN INDEX. #30

0134

WHICH OF THE FOLLOWING IS AN EXAMPLE OF AN INDEX

- A. THE RUSH FOR GOLD..... 301  
EARTHQUAKES..... 319
- \*B. MEXICAN WAR, 170  
MIDWEST, 15, 29
- C. CLING SKLINGS TO HOLD TIGHTLY. TO STICK

2101330  
2101330  
2101330  
2101330  
2101330  
2101330

IN A BOOK THE INDEX IS ALWAYS FOUND

- A. ON THE CORNER.
- B. IN THE FRONT.
- C. NEAR THE MIDDLE.

2101331  
2101331  
2101331  
2101331

IN THE BACK.

2101331

IN AN INDEX YOU FIND ALL THE INFORMATION IN THE BOOK LISTED

2101332

A. PAGE BY PAGE.

2101332

B. UNDER AUTHORS NAME.

2101332

\*C. ALPHARETICALLY.

2101332

D. WITH IMPORTANT THINGS FIRST.

2101332

\*\*\*\*\*

THE STUDENT WILL APPLY A KNOWLEDGE OF THE INDEX BY CHOOSING  
CORRECT LOCATIONS OF MATERIAL USING A SAMPLE INDEX. %50

0257

STUDY THIS INDEX.

270

SPACE STATIONS

ATOMIC POWER FOR, 151-152

1 2

COMMUNITY OF, 152, 154

1 2

CONSTRUCTION, 139-153

1 2

DESIGN OF, 144

1 2

HEATING AND VENTILATION OF, 151

1 2

ORBIT OF, 132, 137, 156

1 2

WORK IN, 154-164

1 2

TELL ON WHICH PAGES IN THE SAMPLE INDEX ABOVE YOU MIGHT LOOK  
FOR AN ANSWER TO EACH QUESTION. SELECT THE CORRECT ANSWER.

2102518

2102518

BY WHAT MEANS IS POWER GENERATED FOR THE SPACE STATION?

2102518

A. PAGE 144

2102518

\*B. PAGES 151-152

2102518

C. PAGES 152, 154

2102518

D. PAGES 132, 137, 156

2102518

WHAT OCCUPATIONS WOULD BE FOUND IN A SPACE STATION?

2102519

A. 132-136

2102519

B. 144

2102519

C. 161-164

2102519

\*D. 154-164

2102519

WHAT IS THE ARCHITECTURE OF THE SPACE STATION?

2102520

\*A. 144

2102520

B. 147-148

2102520

C. 154-164

2102520

D. 151-152

2102520

HOW DOES AIR CIRCULATE IN A SPACE STATION?

2102521

A. 132, 137, 156

2102521

B. 154-164

2102521

\*C. 151

2102521

D. 139-153

2102521

FROM WHAT MATERIALS WAS THE SPACE STATION BUILT?

2102522

\*A. 139-153

2102522

B. 132-136

2102522

C. 154-164

2102522

D. 147-148

2102522

\*\*\*\*\*



THE STUDENT WILL DEMONSTRATE KNOWLEDGE OF THE DEWEY DECIMAL SYSTEM BY CHOOSING THE CORRECT CLASSIFICATION FOR A GIVEN BOOK.

0268

THE BOOK \*CHARLOTTE'S WEB\* COULD BE FOUND UNDER

- A. 100-199
- B. 300-399
- C. 400-499
- \*D. NONE OF THE ABOVE

2102730  
2102730  
2102730  
2102730  
2102730

A BOOK ON TRAVEL THROUGH AFRICA COULD BE FOUND UNDER

- A. 300-399
- \*B. 910-999
- C. 930-999
- D. 600-699

2102731  
2102731  
2102731  
2102731  
2102731

A BOOK ENTITLED \*BEGINNER PAINTING\* WOULD BE FOUND UNDER

- A. 920-929
- B. 600-699
- \*C. 700-799
- D. 200-299

2102732  
2102732  
2102732  
2102732  
2102732

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF THE USE OF THE CARD CATALOG IN THE LIBRARY TO LOCATE BOOKS BY \*IDENTIFYING\* INFORMATION FOUND ON EACH CARD. 34

0269

READ THE FOLLOWING EXAMPLE

921 STEVENSON, ROBERT LOUIS 1850-1894

S.

PROUDFIT, ISABEL \*ROYD 1898

TREASURE HUNTER, THE STORY OF ROBERT LOUIS

STEVENSON, PICTURES BY HORDIE GRAMATKY.

MESSNER 1939.

206 P ILLUS.

THE LIFE OF STEVENSON FOR YOUNG PEOPLE.....

281  
1 2  
1 2  
1 2  
1 2  
1 2  
1 2  
1 2  
1 2  
1 2  
1 2  
1 2  
1 2  
1 2  
1 2  
1 2  
1 2  
1 2

BIBLIOGRAPHY PP. 201-206

1.

STEVENSON, ROBERT LOUIS, 1850-1894 TITLE

11-16-51 SWB THE H.W. WILSON CO.

THE ABOVE CARD IS A

- A. TITLE CARD.
- B. AUTHOR CARD.
- \*C. SUBJECT CARD.
- D. REFERENCE CARD.

2102733  
2102733  
2102733  
2102733  
2102733

THE NUMERALS 921 INDICATE THAT THE BOOK HAS BEEN CLASSIFIED UNDER

- A. PHILOSOPHY.
- B. RELIGION.
- \*C. BIOGRAPHY.
- D. LITERATURE.

2102734  
2102734  
2102734  
2102734  
2102734

THE AUTHOR'S NAME APPEARS

- A. ON THE FIRST LINE.
- \*B. IN BOLD TYPE.
- C. AFTER THE TITLE.
- D. AFTER THE PUBLISHER.

2102735  
2102735  
2102735  
2102735  
2102735

THE PUBLISHER'S NAME

- A. APPEARS ON THE FIRST LINE.
- B. APPEARS IN THE BOTTOM LEFT HAND CORNER.
- \*C. APPEARS IN THE BOTTOM RIGHT HAND CORNER.
- D. DOES NOT APPEAR ON THE CARD.

2102736  
2102736  
2102736  
2102736  
2102736

\*\*\*\*\*

### WORD STUDY

THE STUDENT WILL RECALL MORPHEMES BY SELECTING THE NUMBER OF MORPHEMES IN GIVEN WORDS. \*5n

0243

DIRECTIONS: - CHOOSE THE CORRECT NUMBER OF MORPHEMES UNDER EACH OF THE FOLLOWING WORDS.

0257

THE S REPRESENTS AN APOSTROPHE IN THE WORDS BELOW.

GIRLSS

- A. 1
- \*B. 2
- C. 3

2102296  
2102296  
2102296  
2102296

MENSS

- A. 1
- B. 2
- \*C. 3

2102298  
2102298  
2102298  
2102298

WOMEN

- A. 1
- \*B. 2
- C. 3

2102299  
2102299  
2102299  
2102299

SCISSORS

- \*A. 1
- B. 2
- C. 3

2102300  
2102300  
2102300  
2102300

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF THE CORRECT USE OF HOMOGRAPHS, IDIOMS, SYNONYMS AND ANTONYMS BY IDENTIFYING EACH IN A SENTENCE OR LIST. \*20n

0153

CHOOSE THE HOMOGRAPHS IN THE FOLLOWING LIST.

0154

- A. HOMOGRAPH
- B. NOT A HOMOGRAPH

IRIS IRIS \*A

2101559

DESERT DESERT \*A 2101560

HAPPY OVERJOYED \*B 2101561

BEAR BEAR \*A 2101562

TIRED ENERGETIC \*B 2101563

CHOOSE THE IDIOMS IN THE FOLLOWING LIST. 155

A. IDIOM

B. NOT AN IDIOM

ON CLOUD NINE \*A 2101564

A BIRD IN THE HAND IS WORTH TWO IN THE BUSH. \*B 2101565

TWO HEADS ARE BETTER THAN ONE. \*B 2101566

CANT EAT YOUR CAKE AND HAVE IT TOO. \*A 2101567

DRIVE-IN-OUTDOOR THEATER \*B 2101568

CHOOSE THE SYNONYMS IN THE FOLLOWING LIST. 0156

A. SYNONYM

B. NOT A SYNONYM

FRIES - FRENCH FRIED POTATOES \*A 2101569

NONCONDUCTOR - NOT A CONDUCTOR \*B 2101570

SNAPSHOT - PHOTOGRAPH \*A 2101571

MAN - WOMAN \*B 2101572

CHILD - YOUNGSTER \*A 2101573

CHOOSE THE ANTONYMS IN THE FOLLOWING LIST. 0157

A. ANTONYM

B. NOT AN ANTONYM

GREENS - GREEN TOPS OF VEGETABLES \*B 2101574

EXIT - ENTRANCE \*A 2101575

SKINNY - FAT \*A 2101576

COLORFUL - DRAB \*A 2101577

PRETTY - BEAUTIFUL \*B 2101578

\*\*\*\*\*

THE STUDENT CAN RECALL THE PRONUNCIATION RULES FOR HARD AND SOFT  
C AND G BY CHOOSING THE CORRECT RULE OR APPLICATION FOR A GIVEN  
SITUATION. \*B 0018

A \*C\* OR \*G\* IS SOFT WHEN IT 2100158

A. FOLLOWS AN E, I, OR Y. 2100158

\*B. IS FOLLOWED BY E, I, OR Y. 2100158

C. FOLLOWS A, O, OR U. 2100158

D. IS FOLLOWED BY A, O, OR U.	2100158
A SOFT *C* SOUNDS LIKE	2100159
A. K.	2100159
*B. S.	2100159
C. KS.	2100159
D. J.	2100159
THE WORD *PIECE* HAS	2100160
*A. A SOFT C BECAUSE IT HAS AN E AFTER IT.	2100160
B. A HARD C BECAUSE IT HAS AN E AFTER IT.	2100160
C. A SOFT C BECAUSE IT HAS AN E BEFORE IT.	2100160
D. A HARD C BECAUSE IT HAS AN E BEFORE IT.	2100160
THE WORD *FLAGPOLE* HAS	2100161
A. A HARD G BECAUSE IT FOLLOWS AN A.	2100161
B. A HARD G BECAUSE IT IS A COMPOUND.	2100161
*C. A HARD G BECAUSE IT IS FOLLOWED BY A CONSONANT.	2100161
D. A SOFT G.	2100161
WHICH WORD DOES *NOT* HAVE A SOFT C SOUND?	2100162
A. PRACTICE	2100162
B. CITY	2100162
C. SOME	2100162
*D. CRIME	2100162
WHICH WORD DOES NOT HAVE A SOFT *G* SOUND?	2100163
*A. RANG	2100163
B. JELLY	2100163
C. RAGE	2100163
D. GORGE	2100163
WHICH WORD HAS A *HARD* AND A *SOFT* GO	2100164
A. GANG	2100164
*B. GORGEOUS	2100164
C. GAPING	2100164
D. GINGER	2100164
WHICH WORD HAS A *HARD* AND A *SOFT* CO	2100165
*A. ACCESSORY	2100165
B. ACCUMULATE	2100165
C. CACTUS	2100165
D. CRYPTIC	2100165

\*\*\*\*\*

THE STUDENT WILL RECOGNIZE CONSONANT SOUNDS BY IDENTIFYING THE INITIAL OR FINAL CONSONANT SOUND THAT DOES \*NOT\* MATCH A GIVEN SOUND. %130 0128

DIRECTIONS - SAY THE FIRST WORD IN EACH GROUP TO YOURSELF AND LISTEN FOR THE SOUND OF THE LETTER OR LETTERS INDICATED. WHICH WORD BELOW DOES \*NOT\* HAVE THE SAME SOUND? 0121

THE P IN PAN 2101283  
A. ROPE 2101283  
\*B. PHONE 2101283  
C. PICK 2101283  
D. SLIP 2101283

THE T IN TIN

- \*A. MATCH
- B. VOTE
- C. NET
- D. TOE

2101284  
2101284  
2101284  
2101284  
2101284

THE K IN KIN

- A. LICK
- B. CAT
- \*C. KNOW
- D. KING

2101285  
2101285  
2101285  
2101285  
2101285

THE CH IN CHAIN

- A. LUNCH
- B. CHORE
- C. WITCH
- \*D. CAME

2101286  
2101286  
2101286  
2101286  
2101286

THE R IN ROY

- A. TAR
- \*B. LAMB
- C. TRIBE
- D. BAT

2101287  
2101287  
2101287  
2101287  
2101287

THE D IN DO

- \*A. WORKED
- B. DOWN
- C. SAD
- D. DRIVE

2101288  
2101288  
2101288  
2101288  
2101288

THE G IN GET

- A. GUN
- B. TUG
- C. VAGUE
- \*D. GYM

2101289  
2101289  
2101289  
2101289  
2101289

THE J IN JET

- A. GENTLE
- B. JUDGE
- \*C. MUG
- D. JUMP

2101290  
2101290  
2101290  
2101290  
2101290

THE S IN SAW

- \*A. ROSE
- B. GLASS
- C. CENT
- D. SO

2101293  
2101293  
2101293  
2101293  
2101293

THE Z IN ZOO

- \*A. CASE
- B. FIZZ
- C. BLAZE
- D. RISE

2101294  
2101294  
2101294  
2101294  
2101294

THE L IN LET

- A. TELL
- B. LINE
- \*C. CALF
- D. FEEL

2101296  
2101296  
2101296  
2101296  
2101296

THE M IN MAN

- A. TOMR
- B. THEM
- C. SAME
- \*D. HEN

2101297  
2101297  
2101297  
2101297  
2101297

THE N IN NO

- A. KNOW
- \*B. AUTUMN
- C. GNAW
- D. PINE

2101298  
2101298  
2101298  
2101298  
2101298

\*\*\*\*\*

THE STUDENT CAN DEMONSTRATE A KNOWLEDGE OF ACCENTED SYLLABLES BY  
ACCENTING THE CORRECT SYLLABLE OF A WORD. #250

0052

DIRECTIONS THE WORDS BELOW ARE DIVIDED INTO SYLLABLES. DECIDE  
WHICH SYLLABLE IS THE ACCENTED SYLLABLE.

0044

CHOOSE

- A. IF THE ACCENT IS ON THE FIRST SYLLABLE
- B. IF THE ACCENT IS ON THE SECOND SYLLABLE
- C. IF THE ACCENT IS ON THE THIRD SYLLABLE

STAR VA TION \*B

2100530

HIP PO POT A MUS \*C

2100531

CON QUER \*A

2100532

AR TI CLE \*A

2100533

OF FI CIAL \*B

2100534

PLA TOON \*B

2100535

RE AL IZE \*A

2100536

DE DUCT \*B

2100537

RE CRE A TION \*C

2100538

THOR OUGH \*A

2100539

MEAN WHILE \*A

2100540

AT TACK \*B

2100541

LEG END \*A

2100542

RE AC TION \*B

2100543

IN TEND \*B

2100544

FOR ROW \*A

2100545

DE STROY \*B

2100546

MEAN WHILE \*A

2100547



LAT I TUDE	*A	2100548
CON FUSE	*B	2100549
AT TIC	*A	2100550
HAND I CAP	*A	2100551
PO SI TION	*B	2100552
CON SID ER	*B	2100553
REC RE A TION	*C	2100554

\*\*\*\*\*

THE STUDENT CAN APPLY HIS KNOWLEDGE OF SYLLABICATION BY CHOOSING THE CORRECTLY SYLLABICATED WORD FROM A GROUP OF WORDS. \$100 0136

CHOOSE THE WORD FROM THE GROUPS BELOW THAT IS CORRECTLY DIVIDED INTO SYLLABLES. 0129

*A. AC CENT	2101377
B. ACC ENT	2101377
C. A CCENT	2101377
A. WI NTER	2101378
B. WINT ER	2101378
*C. WIN TER	2101378
A. VISIT ING	2101379
*B. VIS IT ING	2101379
C. VI SIT ING	2101379
A. UNLIKE LY	2101380
*B. UN LIKE LY	2101380
C. UN LIKELY	2101380
A. REG IN NING	2101381
B. REGIN ING	2101381
*C. RE GIN NING	2101381
*A. SE CRET	2101382
B. SEC RET	2101382
C. SECR ET	2101382
A. WHI SPERED	2101383
B. WHIS PFR ED	2101383
*C. WHIS PFRED	2101383
*A. VA CA TION	2101384
B. VACA TION	2101384
C. VAC A TION	2101384
A. GRAND MO THER	2101385
*B. GRAND MOTH FR	2101385
C. GRAND MOT HFR	2101385
A. PRE SID ENT	2101386
H. PRES ID ENT	2101386

\*\*\*\*\*

THE STUDENT CAN RECOGNIZE FIRST STRESS AND WEAK STRESS SYLLABLES  
BY IDENTIFYING THEM IN GIVEN WORDS. #10

0237

DIRECTIONS - IN THE FOLLOWING WORDS CHOOSE THE NUMBER OF THE  
SYLLABLE WITH THE \*FIRST\* STRESS.

0253

BASKET

\*A. 1

B. 2

2102254

2102254

2102254

TELEPHONE

\*A. 1

B. 2

C. 3

2102255

2102255

2102255

2102255

ALIVE

A. 1

\*B. 2

2102256

2102256

2102256

LOUDNESS

\*A. 1

B. 2

2102257

2102257

2102257

BEYOND

A. 1

\*B. 2

2102258

2102258

2102258

DIRECTIONS - IN THE FOLLOWING WORDS CHOOSE THE NUMBER OF THE  
SYLLABLE WITH THE \*WEAK\* STRESS.

2102259

2102259

2102259

BASKETBALL

A. 1

\*B. 2

C. 3

2102259

2102259

2102259

2102259

UNCERTAIN

A. 1

B. 2

\*C. 3

2102261

2102261

2102261

2102261

RENEWAL

A. 1

B. 2

\*C. 3

2102262

2102262

2102262

2102262

\*\*\*\*\*

GIVEN A GROUP OF WORDS, THE STUDENT CAN APPLY THE RULE TELLING  
WHEN A VOWEL IS LONG AND WHEN IT IS SHORT BY CHOOSING THE WORD  
THAT DOES \*NOT\* HAVE THE SAME VOWEL SOUND AS THE OTHERS. #12

0068

DIRECTIONS

PICK A WORD THAT DOES \*NOT\* HAVE THE SAME VOWEL SOUND AS THE  
OTHERS IN THE GROUP. THE WORDS ARE NOT ALL REAL WORDS. THE  
WORDS ARE NONSENSE WORDS, BUT YOU SHOULD SOUND THEM OUT.

56

A. CRALE  
B. NAIT  
\*C. NAHF  
D. CLA

A. OUP  
\*B. ROIL  
C. TOWK  
D. FOU

\*A. CIM  
B. TULE  
C. RUE  
D. NU

\*A. FEI  
B. ENT  
C. LEP  
D. ELLS

A. OYK  
B. POIN  
\*C. PROT  
D. SOYN

A. NEFE  
B. EEL  
C. PEAT  
\*D. WEMP

A. FRYN  
B. IMP  
\*C. LATY  
D. ICK

A. LOAK  
B. LODE  
\*C. TOIN  
D. PO

A. TROOF  
B. SUTE  
C. NUJK  
\*D. TAN

A. BLAR  
B. FARLING  
C. ARN  
\*D. SLARE

A. LURP  
B. BERN  
C. IRS  
\*D. KEAR

\*A. STREN  
B. BLEAN  
C. TENE  
D. REEST

2100714  
2100714  
2100714  
2100714

2100715  
2100715  
2100715  
2100715

2100716  
2100716  
2100716  
2100716

2100717  
2100717  
2100717  
2100717

2100718  
2100718  
2100718  
2100718

2100719  
2100719  
2100719  
2100719

2100720  
2100720  
2100720  
2100720

2100721  
2100721  
2100721  
2100721

2100722  
2100722  
2100722  
2100722

2100723  
2100723  
2100723  
2100723

2100724  
2100724  
2100724  
2100724

2100725  
2100725  
2100725  
2100725

\*\*\*\*\*

THE STUDENT CAN RECALL THE RULES WHICH DETERMINE WHEN A VOWEL IS LONG AND WHEN A VOWEL IS SHORT BY CHOOSING THE CORRECT COMPLETION FOR A GIVEN RULE. %40

0069

WHEN A SYLLABLE ENDS IN A VOWEL, THAT VOWEL IS USUALLY

2100727  
2100727  
2100727  
2100727  
2100727

- \*A. LONG
- B. SHORT
- C. SILENT
- D. THE SCHWA

WHEN A SYLLABLE ENDS IN A CONSONANT, AND THERE IS ONE VOWEL AT THE BEGINNING OR IN THE MIDDLE OF THE SYLLABLE, THAT VOWEL IS USUALLY

2100728  
2100728  
2100728  
2100728  
2100728  
2100728  
2100728

- A. LONG
- \*B. SHORT
- C. SILENT
- D. Y

WHEN TWO VOWELS ARE TOGETHER IN A SYLLABLE, USUALLY

2100729  
2100729  
2100729  
2100729  
2100729  
2100729

- A. THE FIRST ONE IS LONG AND THE SECOND IS SHORT
- B. THE FIRST IS SHORT AND THE SECOND IS LONG
- C. THE FIRST IS SHORT AND THE SECOND IS SILENT
- \*D. THE FIRST IS LONG AND THE SECOND IS SILENT
- E. BOTH ARE LONG

C 05 07

IF YOU HAVE THIS PATTERN IN A WORD- VOWEL - CONSONANT, E AT THE END OF THE WORD USUALLY,

2100730  
2100730  
2100730  
2100730  
2100730  
2100730  
2100730  
2100730

- A. THE FIRST VOWEL IS LONG AND THE E IS SHORT
- B. THE FIRST VOWEL IS SHORT AND THE E IS LONG
- \*C. THE FIRST VOWEL IS LONG AND THE E IS SILENT
- D. THE FIRST VOWEL IS SHORT AND THE E IS SILENT
- E. BOTH VOWELS ARE LONG

\*\*\*\*\*

THE STUDENT CAN RECALL THE MEANING OF THE TERM ANTONYM BY SELECTING THE CORRECT DEFINITION. %10

0011

THE DEFINITION OF ANTONYMS ARE WORDS THAT

2100110  
2100110  
2100110  
2100110  
2100110

- A. MEAN ABOUT THE SAME THING.
- \*B. MEAN THE OPPOSITE.
- C. ARE SPELLED THE SAME BUT SOUND DIFFERENT.
- D. HAVE A DIFFERENT DEFINITION.

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF ANTONYMS BY CHOOSING APPROPRIATE ANTONYMS FROM A GIVEN LIST. %120

0012

CHOOSE THE BEST ANTONYM FOR THE GIVEN WORD.

13

SMOOTH

2100111  
2100111  
2100111  
2100111

- A. SATIN
- B. SOFT
- \*C. ROUGH

D. HARD

DIE

A. ALIVE

B. KILL

\*C. LIVE

D. DEAD

THICK

A. WIDE

B. TINY

\*C. THIN

D. PETITE

REMEMBER

\*A. FORGET

B. KNOW

C. LEARN

D. UNDERSTAND

EXPENSIVE

A. LITTLE

\*B. CHEAP

C. BEAUTIFUL

D. MONEY

PASS

A. FORGET

B. STUDENT

C. LEARN

\*D. FAIL

WET

A. WET

\*B. DRY

C. DESERT

D. HUMIDITY

LEAVE

A. GO

B. REMAINDER

C. TREE

\*D. STAY

RIGHT

A. SUNNY

\*B. DULL

C. DARKNESS

D. EVENING

SUMMER

A. FALL

\*B. WINTER

C. SPRING

D. COLD

WARM

A. BURNING

B. WINTER

C. LUKEWARM

\*D. COOL

2100111

2100112

2100112

2100112

2100112

2100112

2100113

2100113

2100113

2100113

2100113

2100114

2100114

2100114

2100114

2100114

2100115

2100115

2100115

2100115

2100115

2100116

2100116

2100116

2100116

2100116

2100116

2100117

2100117

2100117

2100117

2100117

2100117

2100118

2100118

2100118

2100118

2100118

2100118

2100119

2100119

2100119

2100119

2100119

2100119

2100120

2100120

2100120

2100120

2100120

2100120

2100121

2100121

2100121

2100121

2100121

2100121

ABOVE

- A. AROUND
- \*B. BELOW
- C. HIGH
- D. LOW

2100122  
2100122  
2100122  
2100122  
2100122

\*\*\*\*\*  
THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF PREFIXES BY CHOOSING  
THE CORRECT PREFIX FOR THE ROOT WORD. \$100

0164

WRITE THE APPROPRIATE PREFIX LETTER FOR EACH OF THE SENTENCES  
BELOW.

0170

- A. UN
- B. DIS
- C. IM
- D. IN

THE COURTEOUS GENTLEMAN DID NOT ACKNOWLEDGE THE OTHER  
PEOPLE WAITING IN LINE. \*B

2101670  
2101670

THERE WAS NO EXPLANATION FOR HIS PRACTICAL ATTITUDE. \*C

2101671

WHY ARE YOU BEING SO COOPERATIVE? ASKED JIM. \*A

2101672

THE TIME WAS CONVENIENT, BUT WE WENT ANYWAY. \*D

2101673

THE DISTANT BELLS WERE DISTINCT BUT CHARMING. \*D

2101674

EDUCATED PEOPLE HAVE MORE DIFFICULTY OBTAINING JOBS. \*A

2101675

THE SUDDEN NEWS OF HIS DEATH WAS HEARTENING. \*B

2101676

HER DRESS WAS APPROPRIATE FOR THE GALA OCCASION. \*D

2101677

MORTAL BEINGS ARE FICTIONAL. \*C

2101678

THE FURNITURE WAS SUITABLE FOR OUR NEEDS. \*A

2101679

\*\*\*\*\*  
THE STUDENT WILL DEMONSTRATE HIS COMPREHENSION OF HOMONYMS,  
SYNONYMS AND ANTONYMS BY CHOOSING A SYNONYM, HOMONYM OR ANTONYM  
FOR A GIVEN WORD, SELECTING THE DEFINITION, AND CHOOSING THE  
CORRECT HOMONYM TO COMPLETE A SENTENCE. \$470

0258

SELECT THE CORRECT HOMONYM FOR EACH STARRED WORD.

0271

\*NEW\*

- A. OLD
- \*B. KNEW
- C. UNUSED

2102523  
2102523  
2102523  
2102523

\*RIGHT\*

- \*A. WRITE
- B. LEFT
- C. WRONG

2102524  
2102524  
2102524  
2102524



\*MINOR\*

- A. MAJOR
- \*B. MINER
- C. YOUTH

2102525  
2102525  
2102525  
2102525

\*PFACE\*

- A. WAR
- \*B. PIECE
- C. CALM

2102526  
2102526  
2102526  
2102526

SELECT THE CORRECT \*SYNONYM\* FOR EACH UNDERLINED WORD.

2102527

\*BREAK\*

- A. REPAIR
- B. BRAKE
- \*C. DESTROY

2102527  
2102527  
2102527  
2102527

\*PEER\*

- \*A. LOOK
- B. PIER
- C. PERE

2102528  
2102528  
2102528  
2102528

\*LEFT\*

- A. RIGHT
- B. LIFT
- \*C. DEPARTED

2102529  
2102529  
2102529  
2102529

\*REAL\*

- \*A. GENUINE
- B. IMAGINARY
- C. REEL

2102530  
2102530  
2102530  
2102530

SELECT THE CORRECT \*ANTONYM\* FOR EACH UNDERLINED WORD.

2102531

\*BAD\*

- A. NAUGHTY
- \*B. GOOD
- C. BADE

2102531  
2102531  
2102531  
2102531

\*MADE\*

- A. CREATED
- B. MAID
- \*C. BROKE

2102532  
2102532  
2102532  
2102532

\*DAYS\*

- \*A. NIGHTS
- B. DAZE
- C. AFTERNOONS

2102533  
2102533  
2102533  
2102533

\*PLAIN\*

- A. PLANE
- \*B. FANCY
- C. UNADORNED

2102534  
2102534  
2102534  
2102534

IDENTIFY RELATIONSHIP OF WORD PAIRS.

272

SIDE, SIGHED

- \*A. HONONYMS
- B. SYNONYMS
- C. ANTONYMS

2102535  
2102535  
2102535  
2102535

LOST, FOUND

A. HONONYMS

B. SYNONYMS

\*C. ANTONYMS

2102536

2102536

2102536

2102536

PRETTY, BEAUTIFUL

A. HONONYMS

\*B. SYNONYMS

C. ANTONYMS

2102537

2102537

2102537

2102537

PFAR, PAIR

\*A. HONONYMS

B. SYNONYMS

C. ANTONYMS

2102538

2102538

2102538

2102538

CONQUER, OVERCOME

A. HONONYMS

\*B. SYNONYMS

C. ANTONYMS

2102539

2102539

2102539

2102539

PILE, STACK

A. HONONYMS

\*B. SYNONYMS

C. ANTONYMS

2102540

2102540

2102540

2102540

SLENDER, PLUMP

A. HONONYMS

B. SYNONYMS

\*C. ANTONYMS

2102541

2102541

2102541

2102541

CEASE, STOP

A. HONONYMS

\*B. SYNONYMS

C. ANTONYMS

2102542

2102542

2102542

2102542

LOOP, CIRCLE

A. HONONYMS

\*B. SYNONYMS

C. ANTONYMS

2102543

2102543

2102543

2102543

FRIENDS, ENEMIES

A. HONONYMS

B. SYNONYMS

\*C. ANTONYMS

2102544

2102544

2102544

2102544

HANGAR, HANGER

\*A. HONONYMS

B. SYNONYMS

C. ANTONYMS

2102545

2102545

2102545

2102545

DETERMINE, DECIDE

A. HONONYMS

\*B. SYNONYMS

C. ANTONYMS

2102546

2102546

2102546

2102546

IMMEDIATELY, LATER

A. HONONYMS

B. SYNONYMS

\*C. ANTONYMS

2102547

2102547

2102547

2102547

SCENE, SEEN

2102548

*A. HONONYMS	2102548
B. SYNONYMS	2102548
C. ANTONYMS	2102548
DARK, LIGHT	
A. HONONYMS	2102549
B. SYNONYMS	2102549
*C. ANTONYMS	2102549
THERE, THEIR	
*A. HONONYMS	2102550
B. SYNONYMS	2102550
C. ANTONYMS	2102550
LOVE, HATE	
A. HONONYMS	2102551
B. SYNONYMS	2102551
*C. ANTONYMS	2102551
FAIR, FARE	
A. HONONYMS	2102552
*B. SYNONYMS	2102552
C. ANTONYMS	2102552
TOO, TWO	
*A. HONONYMS	2102553
B. SYNONYMS	2102553
C. ANTONYMS	2102553
SELECT THE PROPER DEFINITION.	273
HONONYMS ARE WORDS THAT	
*A. SOUND ALIKE BUT HAVE DIFFERENT MEANINGS.	2102554
B. MEAN NEARLY THE SAME THING.	2102554
C. HAVE OPPOSITE MEANINGS.	2102554
SYNONYMS ARE WORDS THAT	
*A. MEAN NEARLY THE SAME THING.	2102555
B. SOUND ALIKE BUT HAVE DIFFERENT MEANINGS.	2102555
C. HAVE OPPOSITE MEANINGS.	2102555
ANTONYMS	
A. SOUND ALIKE BUT HAVE DIFFERENT MEANINGS.	2102556
*B. HAVE OPPOSITE MEANINGS.	2102556
C. MEAN NEARLY THE SAME THING.	2102556
CHOOSE THE PROPER HOMONYM TO COMPLETE THE SENTENCE.	0274
WHERE DID YOU * * THE BICYCLE	
*A. BUY	2102557
B. BY	2102557
DID YOU DRIVE * * OUR HOUSE	
*A. TO	2102558
B. TWO	2102558
C. TOO	2102558
HOW DID YOU * * YOUR BICYCLE	
A. BRAKE	2102559
*B. BREAK	2102559

HENRY WAS THE * * * ACTOR TO COME ON STAGE.	2102560
A. FORTH	2102560
*B. FOURTH	2102560
HE USED A SECOND * * * OF STRING TO TIE THE PACKAGE.	2102561
A. PEACE	2102561
*B. PIÉCE	2102561
THE BOYS PUT * * * BOOKS ON THE TOP SHELF.	2102562
*A. THEIR	2102562
B. THERE	2102562
NOTICE THE * * * OF GOLD IN THE ROCK.	2102263
A. VANE	2102263
*B. VEIN	2102263
JOHN TRIED IN * * * TO FIND IT.	2102564
*A. VAIN	2102564
B. VANF	2102564
IT IS AGAINST THE LAW TO FIGHT A * * *	2102565
*A. DUEL	2102565
B. DIAL	2102565
SARAH IS * * * HER BLUE DRESS.	2102566
*A. DYEING	2102566
B. DYING	2102566
GEORGE HAD A * * * PART IN THE PLAY.	2102567
A. MINER	2102567
*B. MINOR	2102567
WE HAVE A NEW * * * IN OUR SCHOOL.	2102568
*A. PRINCIPAL	2102568
B. PRINCIPLE	2102568
THE STAND FOR THE RECORD PLAYER IS * * *	2102569
A. STATIONERY	2102569
*B. STATIONARY	2102569

\*\*\*\*\*

THE STUDENT CAN DIFFERENTIATE BETWEEN WORDS OF \*DENOTATION\* OR SPECIFIC MEANING AND CONNOTATION OR IMPLIED MEANING BY SELECTING WORDS OF \*DENOTATION\* FROM A GIVEN LIST. 0099

THE \*DENOTATION\* OF A WORD MEANS ITS SPECIFIC MEANING WITHOUT EMOTION, AS CONTRASTED TO THE \*CONNOTATION\* OF A WORD WHICH HAS A SUGGESTED FAVORABLE OR UNFAVORABLE MEANING. CHOOSE THE WORD IN EACH ITEM WHICH IS A WORD OF \*DENOTATION\*. 0089

A. KID	2101032
*B. CHILD	2101032
C. HRAT	2101032
*A. GROUP	2101033
B. GANG	2101033
C. MOR	2101033
A. CONCEITED	2101034

*D. CONFIDENT	2101034
C. BRASH	2101034
*A. SPOKE	2101035
B. RANTED	2101035
C. LECTURED	2101035
A. FOXY	2101036
B. SLY	2101036
*C. CLEVER	2101036
*A. FUN-LOVING	2101037
B. GIDDY	2101037
C. LIGHT-MINDED	2101037
A. OPINIONATED	2101038
*B. DETERMINED	2101038
C. STUBBORN	2101038
*A. FEARLESS	2101039
B. RECKLESS	2101039
C. FOOLHARDY	2101039
*A. DOG	2101040
B. POOCH	2101040
C. MUTT	2101040
A. STUMBLER	2101041
B. STROLLED	2101041
*C. WALKED	2101041

\*\*\*\*\*

THE STUDENT WILL RECOGNIZE WORDS WITH UNFAVORABLE CONNOTATIONS BY  
SELECTING THE SENTENCE OF EACH PAIR WHICH CONTAINS STARRED WORDS  
OF \*UNFAVORABLE\* CONNOTATION. #6n 0100

PLACE THE LETTER OF THE SENTENCE WHICH CONTAINS STARRED WORDS OF  
\*UNFAVORABLE\* CONNOTATION ON THE BLANK PROVIDED. 0090

A. SHE *GLANCED* AT HIS NOTE.	2101042
*B. SHE *SCRUTINIZED* HIS NOTE.	2101042
*A. THE BABY WAS *PUT* TO SLEEP.	2101043
B. THE BABY WAS *LULLED* TO SLEEP.	2101043
*A. THE MAN *NABBED* THE BOY.	2101044
B. THE MAN *CAUGHT* THE BOY.	2101044
A. THOSE *YOUTHS* LIVE NEXT DOOR.	2101045
*B. THOSE *JUVENILES* LIVE NEXT DOOR.	2101045
*A. JOHN IS AN *EGGHEAD*.	2101046
B. JOHN IS *INTELLIGENT*.	2101046
*A. PAUL *HEAVED* THE CAP AT JOHN.	2101047
B. PAUL *THREW* THE CAP AT JOHN.	2101047

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF HOMOGRAPHS BY INDICATING WHETHER A GIVEN WORD IS OR IS \*NOT\* A HOMOGRAPH. \$100

0028

DIRECTIONS - ON THE LIST BELOW, CHOOSE THOSE WHICH

0088

A. CAN BE USED AS HOMOGRAPHS.

B. CAN NOT BE USED AS HOMOGRAPHS.

WIND \*A

2101022

VEIN \*B

2101023

BASS \*A

2101024

ATF \*B

2101025

TEAR \*A

2101026

IDLE \*B

2101027

LEAD \*A

2101028

ROSE \*A

2101029

HYMN \*B

2101030

FAIR \*A

2101031

\*\*\*\*\*

THE STUDENT WILL RECOGNIZE THE CORRECT USE OF TO, TOO, TWO, AND THEIR, THERE, THEYRE BY IDENTIFYING THE CORRECT USE OF THESE WORDS IN A SENTENCE. \$100

0230

CHOOSE THE SENTENCES WHERE THE HOMONYMS THERE, THEYRE AND THEIR ARE USED CORRECTLY OR INCORRECTLY.

0245

A. CORRECT USE

B. INCORRECT USE

THERE EXCUSE FOR TARDINESS SOUNDS FANTASTIC, BUT THE BOYS INSIST THEIR STORY IS TRUE. \*B

2102210

2102210

THEIR ALARM DID NOT RING, AND THERE WAS NO MILK FOR THEIR BREAKFAST. \*A

2102211

2102211

THERE LEAVING FOR CHRISTMAS VACATION TOMORROW, AND THEIR SPENDING IT WITH THEYRE GRANDPARENTS. \*B

2102212

2102212

THEIR MOTHERS CAR HAD A FLAT TIRE ON THE HIGHWAY. \*A

2102213

THEYRE GOING ON A SLFIGHTING PARTY WITH THEIR COUSINS. \*A

2102214

CHOOSE THE SENTENCES WITH THE CORRECT USE OF TOO, TWO, AND TO.

0245

A. CORRECT USE

B. INCORRECT USE

WHATO YOU SAW THE COWS, TOON \*A

2102215

WE TRAVELED TWO BLOCKS TO GO TO THE DRUGSTORE. \*A

2102216



WE PLAN ON ATTENDING THE PARTY, TOO.    *A	2102217
TWO DOGS FOLLOWED THEM TOO THE CORNER.    *B	2102218
WE SKIPPED BREAKFAST TODAY, TO.    *R	2102219

\*\*\*\*\*

THE STUDENT WILL RECOGNIZE HOMOGRAPHS BY IDENTIFYING THE HOMOGRAPHS IN A GIVEN SENTENCE. %6n	0231
---	------

DIRECTIONS - CHOOSE THE HOMOGRAPH IN EACH SENTENCE.	0247
---	------

OUR FAMILY MAKES FREQUENT VISITS TO THE COUNTRY.	2102220
A. FAMILY	2102220
B. MAKES	2102220
*C. FREQUENT	2102220
D. TO	2102220

WHAT PRODUCTS DOES THE UNITED STATES EXPORT TO FRANCEO	2102221
A. DOES	2102221
B. STATES	2102221
*C. EXPORT	2102221
D. TO	2102221

DOES FRANCE PRODUCE CLOTHES TO BE SHIPPED ABROADO	2102222
A. DOFS	2102222
*B. PRODUCE	2102222
C. CLOTHES	2102222
D. ABROAD	2102222

AN IMPRINT OF A MANS SHOE WAS CLEARLY SEEN ON THE BEACH.	2102223
*A. IMPRINT	2102223
B. SHOE	2102223
C. SEEN	2102223
D. ON	2102223

DAVE WON THE RELAY RACE IN THE DISTRICT TRACK MEET.	2102224
A. WON	2102224
*B. RELAY	2102224
C. DISTRICT	2102224
D. TRACK	2102224

REMEMBER TO CONDUCT YOURSELF WITH CONFIDENCE.	2102225
A. TO	2102225
*B. CONDUCT	2102225
C. YOURSELF	2102225
D. CONFIDENCE.	2102225

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF PREFIXES AND SUFFIXES BY SELECTING THE CORRECT ROOT WORD FOR A GIVEN WORD. %12n	0033
---	------

DIRECTIONS FIND THE CORRECT ROOT WORD FOR EACH GIVEN WORD.	24
---	----

IMPOLITE	2100319
----------	---------

- A. JM
- \*B. POLITE
- C. LIFE
- D. POLF
- E. NO ROOT WORD

#### REPAID

- A. RFP
- B. PAID.
- \*C. PAY
- D. AID
- E. NO ROOT WORD

#### DISAPPEAR

- A. DIS
- B. PEAR
- \*C. APPPEAR
- D. FAR
- E. NO ROOT WORD

#### PLAIN

- A. PLAY
- B. LAY
- C. LAIN
- \*D. NO ROOT WORD

#### RECOVERED

- A. COVERED
- B. COVE
- C. OVER
- \*D. COVER
- E. NO ROOT WORD

#### FRIENDLINESS

- A. FRIENDLY
- \*B. FRIEND
- C. END
- D. LINE
- E. NO ROOT WORD

#### INTERESTED

- A. INTER
- B. RESTED
- C. REST
- \*D. INTEREST
- E. NO ROOT WORD

#### UNIT

- A. NIT
- B. IT
- C. IIN
- \*D. NO ROOT WORD

#### PINNED

- A. PINN
- \*B. PIN
- C. IN
- D. INN
- E. NO ROOT WORD

#### TIDINESS

210031  
210031  
210031  
210031  
210031

210032  
210032  
210032  
210032  
210032  
210032

210032  
210032  
210032  
210032  
210032  
210032

210032  
210032  
210032  
210032  
210032

210032  
210032  
210032  
210032  
210032  
210032

210032  
210032  
210032  
210032  
210032  
210032

210032  
210032  
210032  
210032  
210032  
210032

210032  
210032  
210032  
210032  
210032

210032  
210032  
210032  
210032  
210032  
210032

210032

- \*A. TIDY
- B. TIDE
- C. TIDY
- D. IN
- E. NO ROOT WORD

2100328  
2100328  
2100328  
2100328  
2100328

MISPLACED

2100329  
2100329  
2100329  
2100329  
2100329  
2100329

- A. MISS
- B. PLACED
- C. MISPLACE
- \*D. PLACE
- E. NO ROOT WORD

RENT

2100330  
2100330  
2100330  
2100330  
2100330

- A. REN
- B. RE
- \*C. REND
- D. NO ROOT WORD

\*\*\*\*\*

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF PREFIXES AND SUFFIXES  
BY SELECTING THE ROOT WORD WITH THE CORRECT PREFIX OR SUFFIX TO  
COMPLETE A SENTENCE. %10m

0034

IF YOU PUT SOMETHING AWAY IN THE WRONG PLACE YOU IT.

2100331  
2100331  
2100331  
2100331  
2100331

- A. REPLACE
- \*B. MISPLACE
- C. DEPLACE
- D. UNPLACE

IF YOU ARE FULL OF CHEER YOU ARE

2100332  
2100332  
2100332  
2100332  
2100332

- \*A. CHEERFUL
- B. CHERRNESS
- C. CHEERFULLY
- D. CHEERING

IF YOUR GLASS HAS MORE MILK THAN MY GLASS, MINE IS

2100333  
2100333  
2100333  
2100333  
2100333

- A. EMPTY
- \*B. EMPTIER
- C. EMPTIEST
- D. EMPTINESS

A PERSON WHO BUYS IS A

2100334  
2100334  
2100334  
2100334  
2100334

- A. BUYEST
- \*B. BUY
- C. BUYER
- D. BUYING

IF PEOPLE LIKE YOU, YOU ARE

2100335  
2100335  
2100335  
2100335  
2100335

- A. LIKENESS
- B. ALIKE
- C. LIKLINESS
- \*D. LIKABLE

IF YOU READ A BOOK TWICE, YOU IT.

2100336  
2100336  
2100336  
2100336  
2100336

- A. MISREAD
- \*B. REREAD
- C. UNREAD
- D. DEREAD

IF YOU IMITATE SOMEONE, YOU DO AN

- A. IMITATOR
- B. IMITATING
- \*C. IMITATION
- D. IMITATENCE

2100337  
2100337  
2100337  
2100337  
2100337

IF THE TABLE CAN BE MOVED IT IS

- A. UNMOVED
- B. MOVING
- C. MOVEFUL
- \*D. MOVABLE

2100338  
2100338  
2100338  
2100338  
2100338

IF SOMEONE USES VIOLENCE HE IS A PERSON.

- \*A. VIOLENT
- B. VIOLET
- C. VIOLATION
- D. VIOLENTABLE

2100339  
2100339  
2100339  
2100339  
2100339

IF YOU HEAT THE OVEN BEFORE YOU MAKE THE CAKE YOU THE OVEN.

- A. MISHEAT
- \*B. PREHEAT
- C. DISHEAT
- D. REHEAT

2100340  
2100340  
2100340  
2100340  
2100340

\*\*\*\*\*

THE STUDENT CAN DEMONSTRATE A KNOWLEDGE OF SYNONYMS BY CHOOSING  
THE APPROPRIATE SYNONYM FOR A GIVEN WORD. #12

0017

CHOOSE THE BEST SYNONYM FOR EACH WORD.

15

LARGE

- A. SMALL
- B. TALLER
- C. FAT
- \*D. BIG

2100146  
2100146  
2100146  
2100146  
2100146

AFRAID

- A. SAD
- \*B. SCARED
- C. DARKNESS
- D. ANGRY

2100147  
2100147  
2100147  
2100147  
2100147

DROWSY

- \*A. TIRED
- B. DROWNING
- C. ASLEEP
- D. BORED

2100148  
2100148  
2100148  
2100148  
2100148

HOUSE

- A. BUILD
- \*B. HOME
- C. APARTMENT
- D. BASEMENT

2100149  
2100149  
2100149  
2100149  
2100149

ORAL

- A. WRITTEN
- B. MOUTH
- \*C. SPOKEN

2100150  
2100150  
2100150  
2100150

B. MARKED	2100150
START	2100151
*A. BEGIN	2100151
B. FINISH	2100151
C. ATTEMPT	2100151
D. PAUSE	2100151
SUM	2100152
A. SOME	2100152
B. ADDITION	2100152
*C. TOTAL	2100152
D. PLUS	2100152
HIT	2100153
A. PUSH	2100153
*B. STRIKE	2100153
C. KICK	2100153
D. BOTHER	2100153
STEAL	2100154
*A. ROB	2100154
B. STEEL	2100154
C. THIEF	2100154
D. IRON	2100154
STORY	2100155
*A. TALE	2100155
B. FICTION	2100155
C. BOOK	2100155
D. TAIL	2100155
YELL	2100156
A. LOUD	2100156
*B. SCREAM	2100156
C. CRY	2100156
D. MUTTER	2100156
STUDENT	2100157
A. CLASS	2100157
B. STUDIES	2100157
*C. PUPIL	2100157
D. TEACHER	2100157

\*\*\*\*\*

THE STUDENT WILL RECALL THE MEANING OF A SYNONYM BY SELECTING THE CORRECT DEFINITION AND EXAMPLE FROM THOSE OF A SYNONYM, HOMONYM, ANTONYM, AND HOMOGRAPH. #20

SYNONYMS ARE WORDS THAT

- A. SOUND ALIKE BUT DIFFER IN SPELLING AND MEANING.
- B. ARE OPPOSITE IN MEANING.
- \*C. MEAN ALMOST THE SAME THING.
- D. ARE ALIKE IN SPELLING, BUT HAVE DIFFERENT MEANINGS.

AN EXAMPLE OF TWO SYNONYMS WOULD BE THE WORDS

- A. GAY AND SAD.
- B. HEAR AND HEAR.
- \*C. WRITE AND SCRIBBLE.

2101008  
2101008  
2101008  
2101008  
2101008  
2101009  
2101009  
2101009  
2101009

\*\*\*\*\*

THE STUDENT WILL DIFFERENTIATE AMONG SYNONYMS, HOMONYMS  
SOMETIMES CALLED HOMOPHONES AND ANTONYMS. BY INDICATING WHICH OF  
THESE APPLIES TO PAIRS OF WORDS. %12

0097

DIRECTIONS - MARK THE WORDS BELOW AS PAIRS OF SYNONYMS, HOMONYMS  
OR HOMOPHONES OR ANTONYMS BY PLACING THE CORRECT  
LETTER ON THE BLANK PROVIDED.

.0087

- A. SYNONYMS
- B. HOMONYMS OR HOMOPHONES
- C. ANTONYMS

SPACIOUS	SMALL	*C	2101010
AUXILIARY	HELPING	*A	2101011
VICIOUS	FEROCIOUS	*A	2101012
SANE	SEINE	*B	2101013
SATISFIED	DISCONTENTED	*C	2101014
SEER	SEAR	*B	2101015
BRIEF	CONCISE	*A	2101016
COARSE	COURSE	*B	2101017
MODEST	VAIN	*C	2101018
DICTIONARY	LEXICON	*A	2101019
PANICKY	FRIGHTENED	*A	2101020
AMICABLE	UNFRIENDLY	*C	2101021

\*\*\*\*\*

A STUDENT CAN DEMONSTRATE COMPREHENSION OF THE GIVEN DEFINITIONS OF  
A WORD BY CHOOSING WHICH ONE APPLIES IN A GIVEN SENTENCE. %10

0055

DIRECTIONS - FOR EACH QUESTION, THERE IS A SENTENCE WITH A WORD  
WITH A STAR IN FRONT AND ONE BEHIND IT. UNDER THE SENTENCE ARE  
LISTED 3 OR 4 DEFINITIONS OF THE STARRED WORD. CHOOSE THE  
DEFINITION THAT BEST FITS THE WAY THE WORD IS USED IN THE  
SENTENCE.

0047

HUNGER IS THE \*ABSENCE\* OF FOOD.

- A. BEING AWAY
- B. BEING WITHOUT, LACK
- C. TIME OF BEING AWAY

2100585  
2100585  
2100585  
2100585

THE \*COOK\* AT THAT RESTAURANT MAKES DELICIOUS PASTRY.

- A. PREPARE FOOD BY USING HEAT
- B. UNDERGO COOKING, BE COOKED
- C. A PERSON WHO COOKS.

2100586  
2100586  
2100586  
2100586



THE LAMB CHOPS WE HAD FOR DINNER WERE *LEAN* AND NOT VERY GREASY.	2100587
A. NOT FAT, THIN	2100587
*B. MEAT HAVING LITTLE FAT	2100587
C. PRODUCING LITTLE, SCANT, A LEAN HARVEST.	2100587
WE WILL *STUFF* OUR CLOTHES INTO THE SUITCASE.	2100588
A. WHAT A THING IS MADE OF, MATERIAL	2100588
B. WORTHLESS MATERIAL, USELESS THINGS	2100588
*C. PACK FULL, FILL	2100588
D. FILL THE SKIN OF A DEAD ANIMAL TO MAKE IT LOOK AS IT DID WHEN IT WAS ALIVE	2100588
HE BURIED *TREASURE* WAS FOUND.	2100589
*A. WEALTH OR RICHES, VALUABLE THINGS	2100589
B. ANYTHING THAT IS MUCH LOVED OR TREASURED	2100589
C. TO VALUE HIGHLY	2100589
WE *EMPLOY* A KNIFE AND FORK TO CUT OUR MEAT.	2100590
A. GIVE WORK AND PAY FOR WORK	2100590
*B. USE	2100590
C. KEEP BUSY	2100590
THE UNITED STATES IS *RICH* IN COAL AND OIL DEPOSITS.	2100591
A. WEALTHY PEOPLE	2100591
*B. WELL SUPPLIED	2100591
C. HAVING MUCH MONEY, LAND, GOODS, ETC.	2100591
D. CONTAINING PLENTY OF BUTTER, EGGS, FLAVORING, ETC.	2100591
THE FACTORY WORKERS WENT ON *STRIKE*.	2100592
A. HIT	2100592
B. FIND OR COME UPON GOLD, OIL, ETC.	2100592
*C. STOP WORK TO GET BETTER PAY, SHORTER HOURS, ETC.	2100592
D. SOUND A CLOCK MAKES	2100592
I WILL *PEEP* AT MY CHRISTMAS PRESENTS BEFORE DECEMBER 25TH.	2100593
A. TO LOOK THROUGH A SMALL OR NARROW HOLE OR CRACK	2100593
*B. TO LOOK WHEN NO ONE KNOWS IT, A SECRET LOOK	2100593
C. THE CRY OF A YOUNG BIRD	2100593
I TOOK A *GULP* OF MILK AND I WAS FINISHED WITH DINNER.	2100594
A. SWALLOW EAGERLY OR GREEDILY	2100594
*B. AMOUNT SWALLOWED AT ONE TIME, MOUTHFUL	2100594
C. KEEP IN	2100594

\*\*\*\*\*

A STUDENT CAN COMPREHEND VOCABULARY WORDS AND A GIVEN DEFINITION BY CHOOSING FROM AMONG ALTERNATIVES THE SENTENCE WHICH USES THE WORD IN THE SPECIFIED WAY. %50 0056

DIRECTIONS - YOU WILL BE GIVEN A \*WORD\* WITH ONE OF ITS DEFINITIONS. THEN THERE WILL BE 4 SENTENCES USING THE WORD. CHOOSE THE SENTENCE THAT FITS THE GIVEN DEFINITION. 0048

GRANT - ALLOW, GIVE WHAT IS ASKED 2100595  
A. I GRANT YOU ARE CORRECT. 2100595  
B. SOME CHILDREN TAKE THEIR PARENTS FOR GRANTED. 2100595  
\*C. I WILL GRANT YOUR REQUEST FOR MORE MONEY. 2100595

D. THE GOVERNMENT GAVE LAND GRANTS TO THE SETTLERS.	2100595
RIGHT - WELL, HEALTHY, IN GOOD CONDITION	2100596
A. YOUR ANSWER WAS RIGHT	2100596
B. I WILL TURN RIGHT AT THE NEXT CORNER.	2100596
C. EVERYTHING WILL BE DONE THE RIGHT WAY.	2100596
*D. I FEEL ALL RIGHT NOW.	2100596
LAP - TO MOVE OR BEAT GENTLY WITH A LAPPING SOUND, SPLASH GENTLY	2100597
*A. THE WAVE LAPPED AGAINST THE ROCKS.	2100597
B. WE RAN THREE LAPS AROUND THE FIELD.	2100597
C. SOME CATS LAP UP THEIR MILK.	2100597
D. SHE HELD THE BABY ON HER LAP.	2100597
WIND - BREATH, POWER OF BREATHING	2100598
A. THE MOUNTAIN ROAD WINDS IN ALL DIRECTIONS.	2100598
B. THE DEER GOT WIND OF THE HUNTER.	2100598
C. DONT LET THE TEACHER GET WIND OF OUR PLAN TO PASS NOTES.	2100598
*D. YOU NEED PLENTY OF WIND TO SWIM SEVERAL LENGTHS OF THE POOL.	2100598
AGE - PERIOD IN HISTORY	2100600
A. HIS AGE IS TEN.	2100600
B. OLD AGE IS SOMETHING I DONT LOOK FORWARD TO.	2100600
C. I HAVENT SEEN HIM FOR AGES.	2100600
*D. THE ICE AGE PRODUCED MANY GLACIERS.	2100600

\*\*\*\*\*

THE STUDENT CAN RECOGNIZE DIFFERENT MEANINGS OF A GIVEN WORD BY MATCHING A SENTENCE CONTAINING THE WORD WITH ITS DEFINITION.	0137
PLACE THE LETTER OF THE CORRECT WORD MEANING IN THE SPACE PROVIDED.	0130
TUMBLER % TUMBLER, N	
A. A PERSON WHO PERFORMS LEAPS, ACROBAT	
B. A DRINKING GLASS	
C. PART OF A LOCK	
D. A KIND OF PIGEON	
BILL SAW THE TUMBLERS AT A CIRCUS. *A	2101387
THE DOOR WOULDNT UNLOCK BECAUSE THE TUMBLER HAD RUSTED. *C	2101388
SHE PLACED THE TUMBLER ON THE SINK WHEN SHE HAD FINISHED. *B	2101389
PLACE THE LETTER OF THE CORRECT WORD MEANING IN THE SPACE PROVIDED.	0131
RACE % RACE, N., V.	
A. A CONTEST OF SPEED	
B. TO RUN OR GO SWIFTLY	
C. A CLASS OF PEOPLE WITH COMMON INTERESTS OR HABITS	
D. TO REVOLVE TOO FAST	
SHE READ THAT THE GERMAN RACE WAS HARD WORKING AND ORDERLY. *C	2101390
THE TWO BOYS RAN A RACE YESTERDAY AND TOM WON. *A	2101391
HE WAS LATE SO HE RACED HOME. *B	2101392

\*\*\*\*\*  
 THE STUDENT CAN DEMONSTRATE A KNOWLEDGE OF FORMING WORD VARIANTS  
 BY ADDING A PREFIX OR SUFFIX TO THE ROOT WORD BY INDICATING HOW  
 A GIVEN VARIANT WAS FORMED. %100

0138

- A. PREFIX
- B. SUFFIX
- C. PREFIX AND SUFFIX
- D. NONE OF THE ABOVE

132

MATCH THE FOLLOWING WORDS WITH THE CHOICES ABOVE.

WISELY	*B	2101393
UNHAPPILY	*C	2101394
AFRAID	*D	2101395
DISLIKE	*A	2101396
UNTRUTHFUL	*C	2101397
BEGIN	*A	2101398
JOYFUL	*B	2101399
UNLESS	*D	2101400
COSTLY	*B	2101401
DISTURB	*D	2101402

\*\*\*\*\*

# INDEX

Abbreviations	166-167	Communications	1-19
Adjective	12-13, 40-45, 83-84	Descriptive words	11-14
Adverb	44-48, 83-84	Letter writing	14-17
Advertising techniques	11	Outline skills	1-3, 17-18
Agreement		Paragraph	1-10
Subject-verb	76-78	Planning a report	17-18
Allegory	135	Types of writing	18-19
Alphabetical order	163-165	Comparing today with past	136, 145-146
Analogies	35-38	Complement	75-76, 81-82
Analyzing characters' feelings	33-34	Complex sentence	178
Antonym	201-202, 209-215, 223	Conjunction	49-50, 68, 79
Apostrophe	173-174	Connotation	215-216
Article	50-51	"Conquest of the North Pole, The"	126-130
Auxiliary verbs	86	Consonant sounds	203-205
Bibliography	135, 189-190	Critical thinking	19-38
Book parts	190	Analogies	35-38
Index	197-199	Analyzing characters' feelings	33-34
"Boy with a Harpoon"	161-163	Detecting bias	32
Business letter	14-17, 171-173	Determining difficulty of proof	22-24
Capitalization	167-170	Determining relevancy	25-26
Card catalog	200-201	Distinguishing fact from opinion	19-22
"Castaways in Space"	150-151	Drawing inferences	26-32
Characterization	116-117 118-119, 121-126, 135-136, 138, 156	Evaluating sources of information	24-25
Choosing best reference	189	Recognizing connotative words	34-35
"Christmas Carol, The"	117-118	Recognizing emotional words	32-33
Colon	171-172, 174	"Days at Harrow"	130-134
Comma	169-179	Descriptive words	11-14
Complex sentence	178	Descriptive writing	18-19
Dates	177	Detecting bias	32
Direct address	177	Determiner	50-51, 79
Letters	171-173, 175-176	Determining difficulty of proof	22-24, 119-120
Series	178-179	Determining relevancy	25-26, 129-130, 195-196
		Dialogue	165-166, 184-185

Dictionary	189-194	Homonym	211-215, 217-218, 223
Entry Words	193-194	<u>Huckleberry Finn</u>	120-124
Guide Words	191-193	Hyphen	180
Direct address	177	Idiom	201-202
Distinguishing fact from opinion	19-22, 101-103, 119, 141, 147, 153	Index	197-199
Distinguishing real and fanciful	139	Interjection	48-49
Double negative	68-69	Interpretation of poem	107-110, 155-156
Drawing conclusions	97-100, 128-129, 139	"Intruders, The"	136-137
Drawing inferences	26-32	Irregular verbs	87
Encyclopedia	189, 195-197	Jane Addams	156-158
Entry words (dictionary)	193-194	Letter writing	14-17
"Eskimo Boy"	141-146	Business	14-17
Etiquette	38-40	Friendly	15-17
Social introductions	39-40	Limerick	105-106
Telephone	40	Literature	94-163
Evaluating sources of in- formation	24-25	Main idea	100-103
Exclamation mark	173, 179-180, 183	Mechanics	163-188
Expository writing	18-19	Metaphor	14
"Extra Indian, An"	158-160	Mood	110-112
Fable	94, 103-104	Moral	103-104
Fiction	94-97, 100	Morpheme	201
Figures of speech	14, 138	"My Friend Leona"	155-156
Flashback	144-145	Narrative writing	18-19
Foreshadow	144-145	Newspaper	189
Friendly letter	15-17, 171-173, 175-176	Non-fiction	94-97, 100
"Garrett Morgan, Man of Ideas"	139-140	Noun	51-54, 83-84
"Good Neighbor, The"	156-158	Phrase	53-54
Grammar and Usage	40-94	Plural	55-57
Guide words	191-193	Proper-common	60-61
Haiku	104	Singular	54-57
"Henry and Ribsy"	152-153	Object of preposition	75-76, 81-82
Historical fiction	149	Object of verb	75-76, 81-82
Homograph	201-202, 217-218	<u>Oliver Twist</u>	124-126
		Outline skills	1-3, 17-18
		Paragraph conclusion	6
		Paragraph development	6



Paragraph form	3-5
Paragraph main idea	1,8
Paragraph unity	5,7-10
Period	173,180-182,183
Personification	14
"Pirates of Yesterday"	140-141
Planning a report	17-18
Plural	
Nouns-pronouns	54-55
Rules	55-57
Poetry	104-114,155-156
Haiku	104
Interpretation	107-110,155-156
Limerick	105-106
Mood	110-112
"My Friend Leona"	155-156
Rhyme	112-113
Rhythm	114
"Sandpiper, The"	109-110
Senses	106-107
Possessives	57-60
Predicate	81-82
Subject-predicate separation	78
Prefix	211,218-221,226
Preposition	79
Prepositional phrase	61-62
Pronoun	62-65
Pronunciation rules	202
Proper noun	60-61
Question mark	173,182-4
Quotation marks	165-166,184-185
Recognizing connotative words	34-35
Recognizing emotional words	32-33,145
Reference	188-201
"Remember the Good Things"	135-136
Rhyme	112-113
Rhythm	114
"River, The"	146-147

<u>Robinson Crusoe</u>	118-120
"Rocket's Red Glare, The"	154-155
Root word	218-221,226
"Sandpiper, The"	109-110
Senses	106-107
Sentences	5-6,65-68
Compound	68
Patterns	69-73
Types	73-75
Sentence patterns	69-73
Sentence types	73-75
Sequence of events	117-118
Setting	135
Simile	10-11,14
Singular	
Nouns-pronouns	54-55
Social introductions	39-40
"SOS Adventure"	160-161
Spelling	185-188
Stories and Novels	
"Boy With a Harpoon"	161-163
"Castaways in Space"	150-151
"Christmas Carol, The"	117-118
"Conquest of the North Pole, The"	126-130
"Days at Harrow"	130-134
"Eskimo Boy"	141-146
"Extra Indian, An"	158-160
"Garrett Morgan, Man of Ideas"	139-140
"Good Neighbor, The"	156-158
"Henry and Ribey"	152-153
<u>Huckleberry Finn</u>	120-124
"Invaders, The"	136-137
<u>Oliver Twist</u>	124-126
"Pirates of Yesterday"	140-141
"Remember the Good Things"	135-136
"River, The"	146-147
<u>Robinson Crusoe</u>	118-120
"Rocket's Red Glare, The"	154-155
"SOS Adventure"	160-161
"Time Cat"	137-139
"Walk Like a Pioneer"	151-152
"Westward Over the Ocean Sea"	148-150



Story detail	120-121, 124-125, 133-134, 137-138, 140, 142-144, 146-147, 148-154, 156-158, 160-161, 162-163
Subject	75-76, 81-82
Agreement	76-78
Simple subject	79-81
Subject-predicate separation	78
Suffix	218-221, 226
Syllabication	205-207
Accent	205-207
Synonym	201-202, 211-215, 221-223
Telephone etiquette	40
Tense	89-94
"Time Cat"	137-139
Title	
Selecting appropriate	114-116, 136
Underlining	185
To, Too, Two	217-218
Types of writing	18-19
Descriptive	18-19
Expository	18-19
Narrative	18-19
Verb	83-94
Action	86
Agreement	76-78
Auxiliaries	86
Irregular	87
Linking	86
Phrase	88
Subject-predicate separation	78
Tense	89-94
Vocabulary	100-103, 126-127, 130-133, 136-137, 140-142, 146, 148, 150-151, 153-154, 157-159, 161-162, 223-225
Vowels	207-209
"Walk Like a Pioneer"	151-152
"Westward Over the Ocean Sea"	148-150
Word Study	201-226